DOCUMENT RESUME

ED 321 607 FL 800 164

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TITLE	Building Competencies To Serve LEP Vocational Students: An Inservice Manual.
INSTITUTION	Northwest Educational Cooperative, Des Plaines, IL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Jun 89
GRANT	G0087-15356-87b
NOTE	310p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Bilingual Education Programs; Bilingual Instructional Materials; Bilingual Teachers; Cultural Awareness; Federal Legislation; *Inservice Teacher Education; *Limited English Speaking; Program Development; Second Language Learning; Special Needs Students; *Vocational Education; *Vocational Education Teachers; *Vocational English (Second Language)
IDENTIFIERS	Capacity Building for States

ABSTRACT

This manual was developed by the Project Capacity Building for States (CBS), a national bilingual vocational instructor training project authorized under Title 1, Part B, Bilingual Vocational Instructor Training of the Carl Perkins Vocational Education Act as an aid for individuals conducting in-service training related to serving the Limited English Proficient (LEP) in vocational education. The manual is designed for persons with in-service experience and with basic knowledge of the principles of bilingual vocational education, cross-cultural education, and/or language acquisition. The manual covers a comprehensive range of topics, including the following: (1) issues related to training; (2) legislative mandates; (3) LEP Student identification; (4) cross cultural awareness; and (5) curriculum and instruction. This guide is intended for use as a training tool to assist programs in improving LEP employment and vocational training services. An annotated bibliography of LEP vocational training materials is appended. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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BUILDING COMPETENCIES TO SERVE LEP VOCATIONAL STUDENTS: AN INSERVICE MANUAL

Developers:

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Northwest Educational Cooperative
Des Plaines, IL

June, 1989

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Therefore, each vocational education program, like all other programs or activities receiving financial assistance from the U.S Department of Education, must be operated in compliance with this law.

AUTHORIZATION FOR THE STUDY: The report was developed as part of the project Capacity Building for States (CBS), funded under Grant Number G0087-15356-87b, U.S. Department of Education, Office of Vocational and Adult Education. The project is one of a series of projects authorized under Title I, Part B, Bilingual Vocational Instructor Training, of the Carl Perkins Vocational Education Act.

The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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FORWARD

Limited English proficient (LEP) persons comprise a large and growing segment of the U.S. population. Although immigrants continue to add to the number, the majority of LEP persons are already citizens. These minority and immigrant workers will comprise the largest share of new entrants into the labor force between now and the year 2000 (Hudson Institute, 1987). Unfortunately, these same individuals are also the most heavily impacted by the changes in the labor market. Education, particularly vocational education, will play an increasingly important role in matching the needs of the LEP population and the demands of the workplace.

Because of the particular linguistic and cultural characteristics of LEP persons, entry into vocational education has been limited. Legislative mandates calling for accessibility and full participation have ameliorated this situation to some extent. A national initiative which has served a s a model for serving LEP adults is the Bilingual Vocational Education Program. This program funds direct training projects, teacher training projects, as well as research and development activities.

The Capacity Building for States (CBS) project is one such bilingual vocational instructor training project funded by the U.S. Department of Education, Office of Vocational and Adult Education. During its 22 month operation, it worked with four states (Colorado, Virginia, Washington, and Wisconsin) to develop long range staff development plans and train fifteen of their resource persons. As an aid to these individuals and others conducting in-service training related to serving the LEP in vocational education, the following manual was developed. It is designed for use by persons with inservice experience and with basic knowledge of the principles of bilingual vocational training, cross-cultural education, and/or language acquisition. Although aimed at the LEP, much of the information, training activities and processes contained herein is applicable and readily adaptable for use by other special needs staff development and inservice personnel whose target populations are the handicapped and disadvantaged.

techniques for serving them in vocational education. Section III, Inservice Resources, provides an annotated bibliography of additional staff development materials with a cross index of topical areas by author and title. Section IV contains listings of resource agencies and organizations which offer literature searches, training, technical assistance and funding information.

In Section II, Inservice Presentations, the following symbols are used:

TR = Trainer's Resource
O = Overhead
H = Handout
L = Lecture/Lecturette

An advisory council of experts provided invaluable guidance both in the design of this manual and the ongoing activities of the project:

Mr. Jerry Guevara Consultant, MN	Dr. Nancy Siefer Gateway Community College, AZ
Mr. Nick Kremer El Camino College, CA	Dr. Ruth Petkoff Arlington County P.S., VA
Dr. Michelle D. Sarkees University of Texas, TX	Dr. Chui Lim Tsang Chinatown Resources Dev. Ctr., CA

Also contributing to this product were David Pankratz, Linda Mrowicki, and the project's tireless secretary, Yvonne Donatoni. To all these individuals, we extend a sincere appreciation for their generous contributions of time and expertise. We wish to further acknowledge the Illinois State Board of Education, Department of Adult Vocational and Technical Education for providing supplemental funds to develop two additional training activities.

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THE TRAINER AS A CHANGE AGENT: A TRAINING PHILOSOPHY

For any training to be effective, a trainer must perceive himself/herself as a "Change Agent" -- someone who introduces or facilitates individual/organizational changes which lead to improvement in some aspect of performance. Research indicates that quality and effective training incorporates the following criteria:

1. *Training should be competency-based.*

   The goal of the training activity should be expressed in terms of participants' abilities to perform a task. The training activities should be designed to achieve these competencies. The evaluation should then determine the ability of the participants to demonstrate these competencies.

2. *Training should meet participants' needs.*

   A needs assessment should be conducted before training begins to determine the participants' needs.

3. *Training design should increase participants' knowledge, skills, and awareness of the subject matter.*

   Most effective training incorporates learning activities in all three areas.

4. *Training activities should be selected according to participants' learning styles and the training competencies.*

   Although there are varied descriptions of learning styles, two are commonly recognized: analytical (left brain) and relational (right brain). A person with an analytical learning style prefers a formal learning environment in which the training content is presented in a logical, step-by-step fashion. A person with a relational learning style prefers to "experience" learning. He or she wants content which is directly applicable to the "real world". Instead of information, this person prefers hands-on experimental activities which foster holistic learning. Training activities should provide for both types of learners.

5. *The training process should be sequenced from initial input to the actual application of learning.*

   The training incorporates a sequence of participants' receiving input, demonstrating comprehension, and applying the information and skills to their own situations. The emphasis is placed on the final application.

6. Training should utilize a variety of training techniques with the training model.

The chart below summarizes the various approaches:

TRAINING SEQUENCE	TECHNIQUES
INPUT	Lecture Lecturette Formal Brainstorming
COMPREHENSION CHECK	Question-Answer Restating Discussion Demonstration
PRACTICE/APPLICATION	Role Play - Practicum Simulation - Demonstration /Lab Site Discussion Case Study Critical Incidents Demonstration
FEEDBACK	Oral Written
FOLLOW-UP	Phone Personal Action Plan Correspondence On-Site Visit

7. *Training should help participants progress from one level of learning to the next.*

Participants are typically at one of the following stages:

1. AWARE
2. INTERESTED
3. INFORMED
4. EXPERIENCED
5. COMMITTED
6. INVOLVED

Trainers need to be realistic about the impact that a training session can have given the level at which participants begin.

8. *The effectiveness of the training should be evaluated.*

Each training session should be evaluated to determine if participants can demonstrate the targeted competencies. This is done by informal evaluation of the participants' performance within the framework of the workshop. Participants can be given the opportunity to apply their knowledge and skills in role-playing, simulations, and field-study situations.

Evaluative feedback can also be elicited from participants' responses on paper and pencil evaluation forms at the conclusion of the training.

GUIDELINES FOR WORKSHOP TRAINERS

A. CONDUCT PARTICIPANT NEEDS ASSESSMENT

1. To the extent possible, assess participant's:

    a. background b. skill level
    c. interest d. needs

2. To the extent possible, identify and differentiate participant's own perceived needs as opposed to the perceived needs of others, e.g. the administrators.

3. The assessment can be done through:

    a. Formal mail questionnaire
    b. Formal/informal phone survey
    c. Informal discussions with selected key participants prior to actual training.

B. PLAN AND SET OBJECTIVES

1. Put clear, realistic objectives in writing before beginning any program.

2. Make every effort to set clear, tangible, and realistic objectives that can be measured at the end of the workshop.

3. To the extent possible, the participants should be given the opportunity to state their expectations before the workshop begins.

C. DEVELOP CONTENT

1. To the extent possible, develop content based on the needs of participants.

2. Resolve any major conflict between the needs of the trainers and the participants.

3. Be ready to work out compromises to get at main training needs.

D. DETERMINE TRAINING APPROACH AND METHOD

1. Consider the following problems in building workshop material:

    a. Provide for individual differences among the participants' culture, background, needs, and learning styles.

a. Provide for individual differences among the participants' culture, background, needs, and learning styles.

b. In the first session, make sure that the participant understands what the workshop is designed to do for him or her.

c. Let the participant take an active role.

d. Provide transitional elements in training:

(1) From concrete to abstract concepts
(2) From simple to complex

e. Use multi-media.

f. Make the training applicable to the participants' "back home" situation.

g. Provide constant feedback.

h. Allow time to review and summarize at end of each training segment.

2. Use judgement in selecting the teaching method that is best for the situation.

a. In general, use the lecture format sparingly.

b. Depend heavily on controlled discussion centered around realistic problems. (Do not confuse this with bull sessions, or discussions dominated by one or two persons, or discussions where most of the comments are made by the leader. Leading controlled discussions requires both skill and intensive preparation).

c. For a change of pace, use different presentation and participation techniques.

E. TRAINING EVALUATION

1. Set up evaluation procedures at the same time objectives are established.
2. Recognize that "paper and pencil" tests have only limited value in making realistic appraisals.
3. Recognize that survey questions such as "How did you like the training" or "Did you find the workshop helpful to you?" are of limited value in making facutal appraisals.
4. Use a variety of techniques which will account for short and long term evaluation.

F. RECORDS-REPORTS

1. Keep records that provide facutal information on the sponsoring agency,

TRAINER'S CHECKLIST

NAME OF WORKSHOP: ______________________________
DATE: ______________ TIME: ______________________
LOCATION: ______________________________________
CONSULTANT(S): _________________________________

PLANNING PHASE

________ Needs assessment
________ Training objectives
________ Agenda and training methods
________ Lodging arrangements (participants/self)
________ Travel arrangements (participants/self)
________ Meal arrangements (coffee, lunch, dinner)
________ Announcement(s) and promotional materials
________ Handouts (agenda, objectives, worksheets)
________ Prepare audio-visuals
________ Specify equipment: ______________________
____

________ Participant package (name tags, paper, pencil, sign-in sheet, etc.)

________ Miscellaneous (flip chart, masking tape, markers, stapler, writing pads, pencils/pens)

CONDUCTING PHASE

________ Contacting/rehearsing with co-presenter(s)
________ Room arrangements
________ Facilities check
________ Others: ______________________________
____

EVALUATION

________ Evaluation form
________ Personal Action Plan form
________ Other follow-up forms

Reminding Notes:

IF A GROUP MEMBER CREATES A PROBLEM

SYMPTOMS	REASONS	WHAT TO DO
Member won't participate.	Excessive primary tension. Feels lack of acceptance and status.	Involve him in conversation. Find out about his personal interest. Listen with interest to what he says. Devote some time to him outside discussion. When he does take part, make a special note of it. "That is a good point. We appreciate hearing your position".
Member is a joker, life of the party.	Feels tension. Wants to relieve it. Enjoys spotlight and likes to get laughs.	Use questions to draw him out. Ask a direct open-ended question so that he can answer. Do not use a question that can be answered "yes" or "no". Do not ask a qestion that he might be unable to answer for lack of information. Encourage him when tensions need release. Laugh, compliment his wit. Ignore him when it is time to go to work and tensions are eased. He will soon learn that his role is the productive release of tensions, not to waste time laughing it up when the group should be discussing.
Member monopolizes discussion.	a) Is involved in a role struggle. Is trying to impress group to achieve high status or leadership.	a) Encourage him if he is contending for a role that will benefit the group. If not, interrupt him and move to another discussion. In general, encourage the group to take care of him.
	or	
	b) Is full of the subject and is sincerely eager to get to work.	b) Don't embarrass him or be sarcastic. You will need him in this role later. However do not let thim monopolize or give long speeches. Interrupt politely and throw the ball to another discussion with a question.
Member is argumentative, obstinate.	a) Involved in role struggle.	a) Keep your own temper. Understand he is not inherently obstinate but is so only in the context of this discussion. Don't let the the group get too tense and excited. Antagonism breeds further antagonism and secondary tension. Remember, group is partly responsible for his behavior. What can group do to change it?
	b) Has strong personal conviction on topic.	b) Examine his position carefully. Find merit in it if possible. In an emergency tell him time is short and you will be glad to talk to him later. Talk to him privately before the next meeting. Explain that his view is important, the group will consider it, but he must not destroy group effectiveness.

IF A GROUP MEMBER CREATES A PROBLEM (CONT.)

SYMPTOMS		REASONS	WHAT TO DO
Group is tired, apathetic,dull.	Marked lack of interest, low response rate, tired, yawning, quiet, polite.	Primary Tension	Small talk and humor. Make them smile and laugh. Display as much enthusiasm and energy as you can. Explain subject vividly , ask lots of easy questions, play the devil's advocate.
Group is resistant, antagonistic, hostile.	Members intent on showing off, justifying their ideas. Members argue, show personal antagonism.	Secondary tensions caused by role and status struggles.	Analyze member ability. Assess the most useful role for each. Agree and support members who assume suitable roles. When secondary tensions become distracting, joke, use humor, change the subject. Remind the group of its objectives. If necessary, face situation and bring role struggles into the open – talk about the social interruptions.
Group is lost, confused, want to go to work.	Members ask directions. Complain that they have been wasting time. Feel that the discussion lacks organization	Group has begun its role structure. Wants to get down to work.	Now is the time to suggest a way of working. Provide division of work, provide agendas and suggestions for systematic ways to go about discussion.

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Effective Small Group Communication
Earnest G. Bormann, Nancy C. Bormann
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SAMPLE INSERVICE AGENDAS

SOURCE: Bilingual Vocational Education Project
Northwest Educational Cooperative (NEC)
1855 Mount Prospect Road
Des Plaines, Illinois 60018

STRATEGIES FOR SERVING THE LEP ADULT THROUGH VOCATIONAL EDUCATION

AGENDA

9:00 - 9:30	General Session
	Introduction and Welcome
9:30 - 10:30	Identifying the Needs
10:30 - 10:45	Break
10:45 - 11:30	Addressing the Needs
	State and Program Prospectives
11:30 - 12:30 p.m	Lunch
12:30 - 1:45	Small Sessions I-Program Models
	Session A Sample Programs
	Session B Sample Programs
1:45 - 2:00	Break
2:00 - 3:00	Small Sessions II - Program Considerations
	Session C Recruitment and Counseling
	Session D Vocational ESL
	Session E Administration, Funding, Staffing Implementation
3:00 - 3:30	General Session
	Summaries of small sessions
	Resources - Agencies, Materials, etc.
	Evaluation and Closure

Goals: To increase participants' understanding of the LEP adults and their needs.

To acquaint participants with models and resources to provide vocational education to LEP adults.

To provide participants with strategies for developing program components.

Target Audience: Adult and Post-secondary vocational administrators, support service coordinators, ESL administrators

EFFECTIVE BILINGUAL EDUCATION: PREPARING STUDENTS FOR THE WORLD OF WORK THROUGH THE CONTENT AREAS

AGENDA

9:00 - 9:30 a.m	I.	Why include career education in the content areas?
9:30 - 10:00	II.	How can career education objectives be merged into the existing content area curriculum?
		* Inventories and Management Systems
	III.	Specific Content Area Activities:
10:00 - 10:45		* ESL
10:45 - 11:00		BREAK
11:00 - 11:45		* Math
11:45 - 12:30 p.m		* Social Studies
12:30 - 1:00	IV.	What resources are available to bilingual programs in career education?
		* ESL Materials
		* Career Education Resources

Goals: To orient participants with the goals of career education and the organization of careers into cluster groups for instructional purposes.

To relate those career goals and clusters to specific content areas.

To suggest possible inventories and management systems to assess student interest and monitor activities.

To demonstrate career activities in ESL, math, and social studies that meet the objectives of those courses.

To provide resources in career education for bilingual classrooms.

Target Audience: bilingual and ESL teachers, teacher aides and administrators.

"TEACHING VOC ED TO LIMITED ENGLISH PROFICIENCY STUDENTS"

AGENDA

9:00 A.M	Introductions and Agenda Overview
9:30 A.M	"Who Are the LEP"?
9:40 A.M	NACIREMA - Language Sensitivity
10:00 A.M	Adapting Lecture Presentations
10:45 A.M	Break
11:00 A.M	Teaching Reading Adapting Written Materials
12:00 P.M	LUNCH
12:45 P.M	Language Development Strategies
1:45 P.M	Preparing "Study Guides"
2:30 P.M	Use Your Resources
2:50 P.M	Wrap-Up, Evaluation

GOALS:

1) To sensitize participants to the linguistic and cultural learning barriers for the LEP.

2) To familiarize educators with strategies for adapting instruction to make it more accessible to the LEP.

3) To encourage a team approach in designing effective vocational instruction.

TARGET AUDIENCE: Vocational and ESL instructors, vocational special needs coordinators and administrators, bilingual aides.

BILINGUAL VOCATIONAL MATERIALS DEVELOPMENT WORKSHOP

AGENDA

9:00 a.m	Introduction and Needs Assessment
9:15	Conducting a Needs Assessment
9:30	Identifying Existing Resources
10:00	Determining Language, Content, User and Format
10:45	Break
11:00	Group Activities - Material Review and Language Identification
11:45	Concurrent Sessions a) Library b) Producing Media Materials
12:15 - 1:00 p.m	LUNCH
1:00	Concurrent Sessions a) Library Visit b) Developing Vocational Language Materials
1:30	Avoiding Copyright Problems
2:00	Evaluating and Pilot-testing of Materials
2:15	Use of Mini Grants and other Funding for Materials Development

*Goals:

1) To introduce participants to a process for materials development or adaptation.

2) To provide participants with sample resources and formats for materials development/adaption.

3) To provide an opportunity for problem-solving concerns in curriculum development.

4) To provide an opportunity to visit the Northwest Educational Cooperative library.

Target Audience: bilingual and vocational teachers, curriculum developers and administrators.

WRITING AND ADAPTING
VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL) MATERIALS

AGENDA

8:15 - 9:00 a.m	Registration
9:00 - 9:15 a.m	Welcome and Needs Assessment
9:15 - 10:15 a.m	What is VESL?
10:15 - 10:30 a.m	BREAK
10:30 - 11:15 a.m	Adapting Vocational Materials
11:15 - 12:00 p.m	Small Group Sessions
	1. Analyzing Vocational Tasks 2. Identifying Language in Materials
12:00 - 1:00 p.m	LUNCH
1:00 - 2:45 p.m	Developing Lesson Plans
2:45 - 3:45 p.m	Designing VESL Activities
3:45 - 4:00 p.m	Conclusion and Evaluation

Goals: 1) To familiarize participants with the nature of vocational ESL and related materials.

2) To familiarize participants with strategies for material adaption and development.

3) To develop samples of VESL course syllabic and related materials.

Target Audience: ESL teachers and administrators, ESL curriculum developers

SAMPLE NEEDS ASSESSMENT AND EVALUATION FORMS

NEEDS ASSESSMENT

I would like more information on:

1)	LEP Student Needs	Low need	1	2	3	4	5	High need
2)	Student Language and Vocational Assessment	Low need	1	2	3	4	5	High need
3)	Program Models	Low need	1	2	3	4	5	High need
4)	Student Materials	Low need	1	2	3	4	5	High need
5)	Adapting of Instructional Techniques and Materials	Low need	1	2	3	4	5	High need
6)	Resource Agencies and Individuals	Low need	1	2	3	4	5	High need
7)	Common Problems and Solutions	Low need	1	2	3	4	5	High need
8)	Coordination Techniques	Low need	1	2	3	4	5	High need

I would like the following answered/addressed:

FROM: Name: ______________________________

Position: ______________________________

Address: ______________________________

Phone: (   ) ______________________________

VOCATIONAL EDUCATION AND THE LIMITED ENGLISH-SPEAKER:

UNDERSTANDING THE PROBLEM

is developing a series of presentations/ workshops to help you assist others in meeting the vocational education needs of the limited English-speaking persons. To assure that these presentations reflect your needs, we are requesting your input. Please complete the following needs assessment for the presentation, and mail it to the as soon as possible. Thank you for your cooperation.

Instructions: Please rate the following according to your needs:

		Much Need		Some Need		Little or No Need
1.	Information on Public Law (re: the limited English-speaking person)..........	5	4	3	2	1
2.	Definitions and identification of limited English-speakers..	5	4	3	2	1
3.	English as a second language (ESL) - what, how and why in vocational education	5	4	3	2	1
4.	Information on the vocational education needs of limited English-speaking persons (i.e., assessment, counseling, instruction, etc.).........	5	4	3	2	1
5.	Available resources--materials, persons programs..	5	4	3	2	1

Please add any other areas of needs (be specific): ____________________

____

____

____

Mail to:

From Name: ____________________

Position: ____________________

Address: ____________________

____

____

NEEDS ASSESSMENT

	YOUR PRESENT LEVEL OF KNOWLEDGE					YOUR NEED FOR TRAINING				
	limited		adequate		extensive	low		moderate		high
Vocational Education-General										
State agencies and responsibilities	1	2	3	4	5	1	2	3	4	5
General program information (sequence, area,components)	1	2	3	4	5	1	2	3	4	5
Occupational resources	1	2	3	4	5	1	2	3	4	5
State priorities and programs	1	2	3	4	5	1	2	3	4	5
Bilingual Career/Vocational Counseling										
Career guidance strategies for LEP	1	2	3	4	5	1	2	3	4	5
Bilingual career resources and materials	1	2	3	4	5	1	2	3	4	5
LEP students placement	1	2	3	4	5	1	2	3	4	5
Job development	1	2	3	4	5	1	2	3	4	5
Personal counseling strategies for LEP	1	2	3	4	5	1	2	3	4	5
LEP Population										
Numbers and locations	1	2	3	4	5	1	2	3	4	5
Cultural differences	1	2	3	4	5	1	2	3	4	5
Educational & training needs	1	2	3	4	5	1	2	3	4	5
Employment trends & opportunities for LEP	1	2	3	4	5	1	2	3	4	5
Legislation and Funding										
Vocational education law (PL.) requirements	1	2	3	4	5	1	2	3	4	5
One & Five Year Local Vocational Plan	1	2	3	4	5	1	2	3	4	5
Funding sources and requirements	1	2	3	4	5	1	2	3	4	5
DAVTE claming and reporting processes	1	2	3	4	5	1	2	3	4	5

	YOUR PRESENT LEVEL OF KNOWLEDGE					YOUR NEED FOR TRAINING				
	limited		adequate		extensive	low		moderate		high
Identifiction and Assessment										
State definition(s) of LEP	1	2	3	4	5	1	2	3	4	5
Language assessment	1	2	3	4	5	1	2	3	4	5
Vocational aptitude/skill assessment	1	2	3	4	5	1	2	3	4	5
Career assessment	1	2	3	4	5	1	2	3	4	5
Program Development										
Models	1	2	3	4	5	1	2	3	4	5
Staff development	1	2	3	4	5	1	2	3	4	5
Coordination among bil/ESL vocational and counseling	1	2	3	4	5	1	2	3	4	5
Administrative resources	1	2	3	4	5	1	2	3	4	5
Student recruitment	1	2	3	4	5	1	2	3	4	5
Vocational ESL										
Second language learning	1	2	3	4	5	1	2	3	4	5
ESL vs. vocational ESL	1	2	3	4	5	1	2	3	4	5
Curriculum development	1	2	3	4	5	1	2	3	4	5
Placement testing	1	2	3	4	5	1	2	3	4	5
Models	1	2	3	4	5	1	2	3	4	5
Instructional strategies	1	2	3	4	5	1	2	3	4	5
Resources & materials	1	2	3	4	5	1	2	3	4	5
Vocational Training										
Use of native language	1	2	3	4	5	1	2	3	4	5
Adapting instruction	1	2	3	4	5	1	2	3	4	5
Materials adaptation/development	1	2	3	4	5	1	2	3	4	5
Use of tutors or aides	1	2	3	4	5	1	2	3	4	5
Integrating language development	1	2	3	4	5	1	2	3	4	5
Testing strategies	1	2	3	4	5	1	2	3	4	5

WORKSHOP EVALUATION

Date: ______________ Place: ____

Please rate the following aspects of this workshop:

		POOR		FAIR	EXCELLENT	
1.	Organization/Structure..........	☐	☐	☐	☐	☐
2.	Interest..................................	☐	☐	☐	☐	☐
3.	Relevance.............................	☐	☐	☐	☐	☐
4.	Usefulness of training materials	☐	☐	☐	☐	☐
5.	Overall quality of this workshop	☐	☐	☐	☐	☐
6.	**Degree to which you have increased your knowledge/skill regarding:**					
		NONE		SOME	EXTENSIVE	
a.	VESL curriculum process	☐	☐	☐	☐	☐
b.	Source of VESL materials and software	☐	☐	☐	☐	☐
c.	Computer operation	☐	☐	☐	☐	☐
d.	Use of CAI in VESL	☐	☐	☐	☐	☐
e.	Evaluation of ESL software	☐	☐	☐	☐	☐

7. What did you find most helpful?

8. What did you find least helpful?

WORKSHOP EVALUATION (CONT.)

9. Is there something you would like covered in more detail? Please specify.

____

____

____

____

____

10. Where do we go from here? Please indicate your needs?

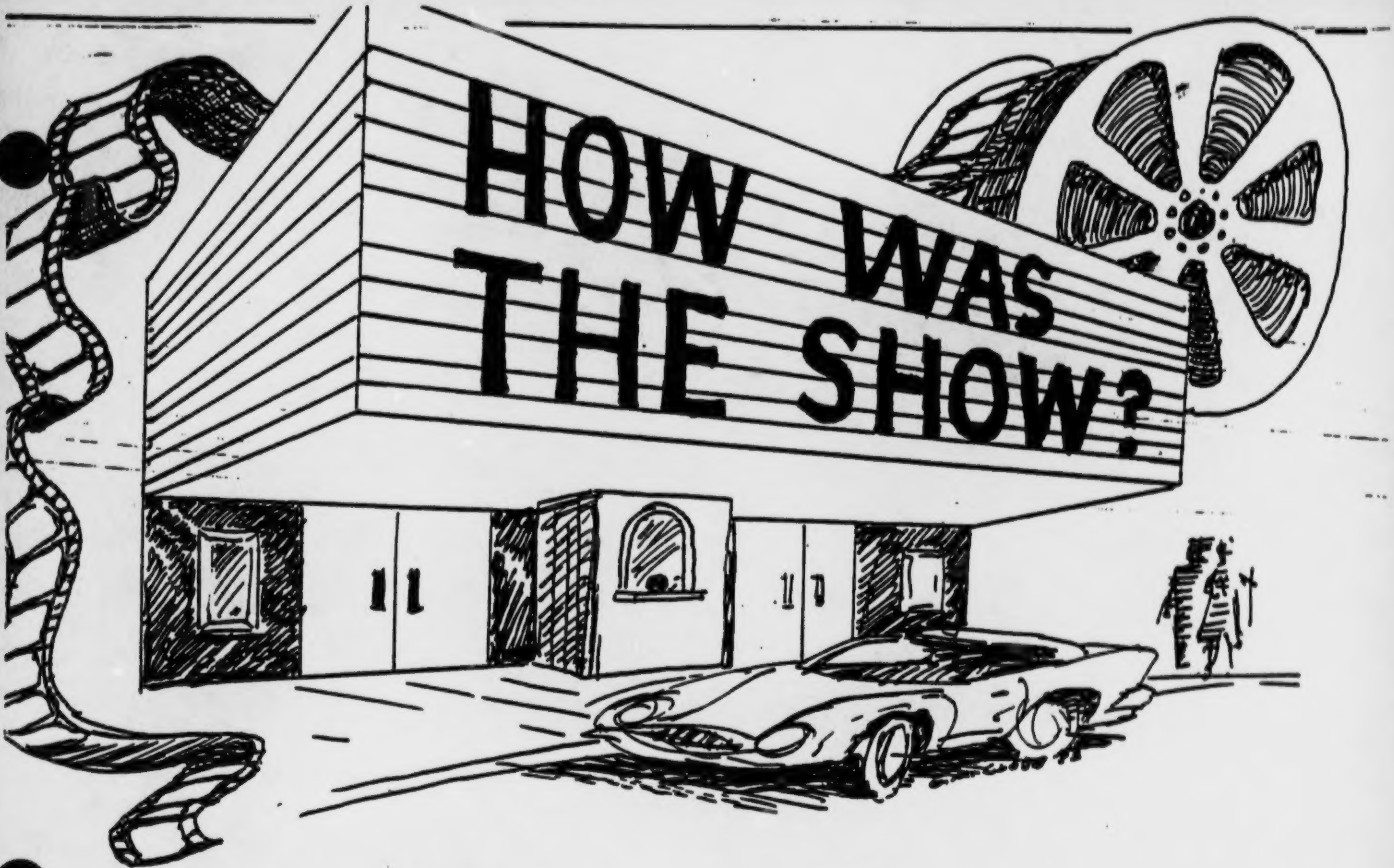
________ I would like another workshop on: ______________________

________ I would like consultative assistance* on: ______________________

________ I would like more information about: ______________________

e. Other comments:

* Name:


HOW WAS THE SHOW?

PLEASE RATE MY PERFORMANCE!

① ACADEMY AWARD CALIBRE! ____________________

② NEEDS EDITING.... ____________________

③ PLOT AND ACTING HAVE TO IMPROVE.... ____________________

④ I NEED A "SEQUEL" OF MORE INFORMATION... ____________________

LEGISLATIVE MANDATES MODULE

NAME OF ACTIVITY: Legal Savvy

OBJECTIVES - Participants will be able to:

1) Explain key legislative decisions regarding equal opportunity for LEP persons.
2) Reiterate the Carl Perkins mandates and funding provisions for serving LEP students in vocational education.

TIME:	GROUP SIZE:	PHYSICAL SETTING	EQUIPMENT
20 Min.	10-50	Theatre Style	Overhead Projector

MATERIALS:

LEP Quiz and Answer Sheet, H-1
Excerpts from Law and Court Decisions...,TR-1
Title VI of the Civil Rights Act...., TR-2
Information for Employers about New Immigration Law, TR-3
LEP Students and the Perkins Act, TR-4
Perkins Requirements, 0-1
Funding, 0-2
Professional Organizations and Coalitions, H-2

PROCEDURE/SUGGESTED ACTIVITIES:

* Distribute copies of LEP Quiz (H-1) to each participant. Allow 3-5 minutes to complete.

* Ask volunteers to give their answers, one item at a time. If incorrect, ask if anyone has a different opinion and why. Give correct answer and indicate key concept of law. See LEP Quiz Answer Sheet and TR-1,2,3.

* Present mini-lecture on Carl Perkins Vocational Education Act. (TR-4 and 0-1,2).

* Tell participants who to contact for further information on legislation and encourage their involvement in advocacy efforts, H-2.

FOR ADDITIONAL INFORMATION:

* Conference Leader's Guide for the ACCESS Team-Workshop, TR-3,4,8.

* Freidenberg, J. and Bradley, C. (1988). Teaching Vocational Education to Limited English Proficient Students. Bloomington, IL: Meridian Educational Corporation.

LEP QUIZ

Please indicate whether these statements are true (T) for false (F).

_____ 1. Vocational programs may deny admission to a person because of their limited English language skills.

_____ 2. The U.S. Supreme Court has declared that equity of treatment is guaranteed for the LEP by providing the same facilities, textbooks, and curriculum.

_____ 3. The EEO Act makes it a violation for a school to fail to take appropriate action to overcome language barriers that impede equal participation by LEP students in its instructional programs.

_____ 4. If a vocational education program's service area contains an LEP community, promotional literature must be distributed in the language of that community.

_____ 5. As of November 6, 1987, employers must verify the legal status of all new job applicants by examining documents that prove employment eligibility and indicate the person's identity.

LEP ANSWER SHEET

Please indicate whether these statements are true (T) or false (F).

_F_ 1. Vocational programs may deny admission to a person because of their limited English language skills.

Cannot be excluded solely on basis of language. Must have open access to all vocational programs.

_F_ 2. The U.S. Supreme Court has declared that equity of treatment is guaranteed for the LEP by providing the same facilities, textbooks, and curriculum. The same is not equal.

_T_ 3. The EEO Act makes it a violation for a school to fail to take appropriate action to overcome language barriers that impede equal participation by LEP students in its instructional programs. Language, instruction, bilingual supports, active recruitment, etc.

_T_ 4. If a vocational education program's service area contains an LEP community, promotional literature must be distributed in the language of that community.

Civil Rights Guidelines.

_T_ 5. As of November 6, 1987, employers must verify the legal status of all new job applicants by examining documents that prove employment eligibility and indicate the person's identity.

(See TR-3)

EXCERPTS FROM LAW AND COURT DECISIONS RELATIVE TO EQUAL OPPORTUNITY FOR LIMITED ENGLISH PROFICIENT PERSONS

Civil Rights Acto of 1964 (Title VI, 42, U.S.C. 2000d)

> "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Lau V. Nichols, 414 U.S. 563 (1974)

> "Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education".

Equal Educational Opportunities and Transportation of Students Act of 1974, 204(f), 10 U.S.C. 1703(f) (Supp. V1975)

> The Equal Education Opportunities Act makes it a violation for a school district to fail "to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

May 25, 1970 Memorandum, 35 Fed. Reg. 11595 (1970)

> ...requires school districts to "take affirmative steps to rectify the language deficiencies" of all students whose "inability to speak and understand the English language excludes...(them) from effective participation in the educational programs offered by a school district...
>
> "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps....in order to open its instructional program to these students.

TITLE VI OF THE CIVIL RIGHTS ACT
GUIDELINES FOR VOCATIONAL EDUCATION PROGRAMS

I. A. Application of Guidelines

The guidelines apply to recipients of any federal financial assistance from the Departments of Health and Human Services and of Education that offer or administer programs of vocational education or training. This includes State agency recipients.

IV. A. A Recipient Responsibilities

Criteria controlling student eligibility for admission to vocational education, schools, facilities and programs may not unlawfully discriminate on the basis of race, color, national origin, sex, or handicap. A recipient may not develop, impose, maintain, approve or implement such discriminatory admissions criteria.

IV. B. Site Selection for Vocational Schools

Recipients must locate vocational education facilities at sites that are readily accessible to both non-minority and minority communities, and that do not tend to identify the facility or program as intended for non-minority or minority students.

IV. L. Eligibility of National Origin Minority Persons with Limited English Language Skills

Recipients may not restrict an applicant's admission to vocational education programs because the applicant, as a member of a national origin minority with limited English language skills, cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English. It is the responsibility of the recipient to identify such applicants and assess their ability to participate in vocational instruction.

Acceptable methods of identification include: 1) identification by administrative staff, teachers, or parents of secondary level students; 2) identification by the student in post-secondary or adult programs; and 3) appropriate diagnostic procedures, if necessary.

Recipients must take steps to open all vocational programs to these national origin minority students. A recipient must demonstrate that a concentration of students with limited English language skills in one or a few programs is not the result of discriminatory limitations upon the opportunities available to such students.

IV. M. Remedial Action in Behalf of Persons with Limited English Language Skills

If the Office for Civil Rights finds that a recipient has denied national origin minority persons admission to a vocational school or program because of their limited English language skills, or has assigned students to vocational programs solely on the basis of their limited English language skills, the recipient will be required to submit a remedial plan that insures national origin minority students equal access to vocational education programs.

IV. O. Public Notification

Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap.

If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and must state that recipient will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

V. B. Counseling and Prospects for Success

Recipients that operate vocational education programs must insure that counselors do not direct nor urge any student to enroll in a particular career or program, nor measure nor predict a student's prospect for success in an career or program based upon the student's race, color, national origin, sex , or handicap.

V. C. Student Recruitment Activities

Recipients must conduct their student recruitment activities so as not to exclude nor limit opportunities on the basis of race, color, national origin, sex, or handicap. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of the race, color, national origin, sex, or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps.

V. D. Counseling of Students with Limited English-Speaking Ability or Hearing Impairments

Recipients must insure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments. This requirement may be satisfied by having interpreters available.

V. E. Promotional Activities

Recipients may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex or handicap. If a recipient's service area contains a community of national origin minority persons with limited English language skills, promotional literature must be distributed to that community in its language.

VI. B. Student Financial Assistance

Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. If a recipient's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in its language.

VII. A. Responsibilities in Cooperative Vocational Education Programs, Work-Study Programs, and Job Placement Programs

A recipient must insure that: 1) it does not discriminate against its students on the basis of race, color, national origin, sex, or handicap in making available opportunities in cooperative education, work study and job placement programs; and 2) students participating in cooperative education, work study and job placement programs are not discriminated against by employers or prospective employers on the basis of race, color, national origin, sex, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay.

If a recipient enters into a written agreement for the referral or assignment of students to an employer, the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

VII. B. Apprentice Training Program

A recipient may not enter into any agreement for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants for membership on the basis of race, color, national origin, sex, or handicap.

VIII. B. Recruitment

Recipients may not limit their recruitment for employees to schools, communities, or companies disproportionately composed of persons of a particular race, color, national origin, sex or handicap except for the purpose of overcoming the effects of past discrimination. Every source of faculty must be notified, that the recipient does not discriminate in employment on the basis of race, color, national origin, sex, or handicap.

TR-3

DEPARTMENT OF JUSTICE

Information for Employers About The New Immigration Law

Information for Employers About The New Immigration Law

The Immigration Reform and Control Act of 1986 will affect all American employers. The Immigration and Naturalization Service (INS) is in the process of preparing regulations and other materials to implement this law. More detailed information and forms will be available in the near future. Until then, this fact sheet will address some issues such as:

- What do I do now?
- What about workers hired before the law passed?
- How do I deal with illegal workers who may qualify to be legalized?

Good faith and common sense in the hiring process can accomplish the goals of the Immigration Reform and Control Act of 1986 and Title VII of the Civil Rights Act of 1964.

General Principles for Employers:

- Commit to employ only U.S. citizens and aliens authorized to work in the United States. This is America's policy and should be yours as well.
- Consider displaying the attached poster to inform your workforce and job applicants of your support of this national policy.
- Follow the same procedures for all new hires.
- Do not discharge present employees or refuse to hire new employees based on foreign appearance or language.

Interim Procedures for Employees Hired After November 6, 1986, the date the Immigration Act became law.

From now until June 1, 1987 you should inform, either verbally or in writing, each new job applicant that you:

- Hire only United States citizens and aliens lawfully authorized to work in the United States.
- Will require all new employees to complete the designated employers verification forms when they become available. A one-page model draft form is attached for your information. Final forms will be available by June 1, 1987, when the eligibility verification procedures become effective.

You should ask each new person hired the following questions:

1. Are you a U.S. citizen

or

2. Are you an alien lawfully authorized to work in the United States?

We suggest that you note his or her answers on your employment records. There is no requirement to review any documentation at this time.

After June 1, 1987, follow these procedures:

- Hire only citizens and aliens lawfully authorized to work in the United States.
- Continue to advise all new job applicants of your policy to such effect.
- Require all new employees to complete and sign the verification form designated by INS to certify that they are eligible for employment.
- Examine documentation presented by new employees, record information about the documents on the verification form, and sign the form.
- Retain the form for three years or for one year past the end of employment of the individual, whichever is longer.
- If requested, present the form for inspection by INS or Department of Labor officers. No reporting is required.

Considerations Regarding Employees Hired before November 7, 1986.

- There is no requirement to verify status of employees hired before November 7, 1986, but if you choose, you can do so as described in the prior section. If you choose to verify status of pre-November 7, 1986 hires, you should do so for all employees.
- No employer sanctions penalties can be imposed against you for merely retaining an illegal alien in your workforce hired before November 7, 1986.
- The fact that an illegal alien was on your payroll before November 7, 1986, does not give him or her any right to legally remain in the United States. Unless such alien is legalized or otherwise obtains permission from the INS to remain in the United States, he or she is subject to apprehension and removal.

Advice To Employers Regarding Employees or Applicants Known to be Illegal Aliens.

Under the new law certain illegal aliens may apply to the INS for legal resident status:

- Legalization program — Residents in the United States since January 1, 1982 in unlawful status may apply beginning May 5, 1987.
- Special Agricultural Worker (SAW) Program — Field workers in perishable agricultural commodities for a 90-day period, from May 1, 1985 - May 1, 1986, may apply beginning June 1, 1987.

Various voluntary organizations, churches, state or local government agencies, unions, business organizations, community groups, growers associations and individuals will be designated by the INS to advise aliens and help them prepare their applications.

You Should:

- Advise an undocumented alien that legalization and SAW assistance is available from an INS designated entity.
- Assist past and present employees who may qualify by providing documentation of employment history. Employment documentation furnished by employers and presented by legalization applicants will be used only to determine the applicant's eligibility and will not be used by the government against the employer except in cases of document fraud by the employer.

You May Ask the Illegal Alien the Following Questions:

1. Do you claim to qualify for the legalization provisions of the new immigration law?
2. Do you intend to apply for legal status and seek interim work authorization from INS?

If the illegal alien's answers are in the affirmative, the alien is authorized to work and you may hire the alien without fear of penalty until September 1, 1987. The fact that the alien intends to apply for legalization or SAW status should be noted on the verification form (sample attached) designated by the INS when it becomes available.

For More Information

Further information will be distributed in future months. Please check your telephone directory for Ask Immigration. This is available through most local INS offices. Additional information will be available through local community organizations and the news media, or write to:

Immigration and Naturalization Service
425 Eye Street, N.W.
Washington, D.C. 20536

Attention: Employer Facts

EMPLOYMENT ELIGIBILITY VERIFICATION

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Maiden
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/Day/Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

- ☐ A citizen or national of the United States.
- ☐ An alien lawfully admitted for permanent residence (Alien Number A ________________).
- ☐ An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A ________________, or Admission Number ________________, expiration of employment authorization, if any ________________).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/Day/Year)

PREPARER/TRANSLATOR CERTIFICATION (If prepared by other than the individual). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Examine one document from those in List A and check the correct box, or examine one document from List B and one from List C and check the correct boxes. Provide the *Document Identification Number* and *Expiration Date*, for the document checked in that column.

List A
Identity and Employment Eligibility

- ☐ United States Passport
- ☐ Certificate of United States Citizenship
- ☐ Certificate of Naturalization
- ☐ Unexpired foreign passport with attached Employment Authorization
- ☐ Alien Registration Card with photograph

Document Identification

# ________________

Expiration Date (if any)

____

List B
Identity

and

- ☐ A State issued driver's license or I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes.
  (Specify State) ________________)
- ☐ U.S. Military Card
- ☐ Other (Specify document and issuing authority)
  ____

Document Identification

# ________________

Expiration Date (if any)

____

List C
Employment Eligibility

- ☐ Original Social Security Number Card (othe than a card stating it is not valid fo employment)
- ☐ A birth certificate issued by State, county, c municipal authority bearing a seal or othe certification
- ☐ Unexpired INS Employment Authorization
  Specify form
  # ________________

Document Identification

# ________________

Expiration Date (if any)

____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine, relate the individual named, and that the individual, to the best of my knowledge, is authorized to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (05/20/87)
OMB No. 1115-0136

U.S. Department of Justice
Immigration and Naturalization Service

Employment Eligibility Verification

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A. It will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form may be a violation of 8 USC §1324A and may result in a civil money penalty.

Section 1. Employee's/Preparer's instructions for completing this form.

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number *or* Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If the employee is assisted with completing this form, the person assisting must certify the form by signing it, and printing or typing his or her complete name and address.

Section 2. Employer's instructions for completing this form.

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment authorization, and:
- checking the appropriate box in List A *or* boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of aliens upon expiration of any employment authorization documents, should they desire to continue the alien's employment.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Employers may photocopy or reprint this form, as necessary, for their use.

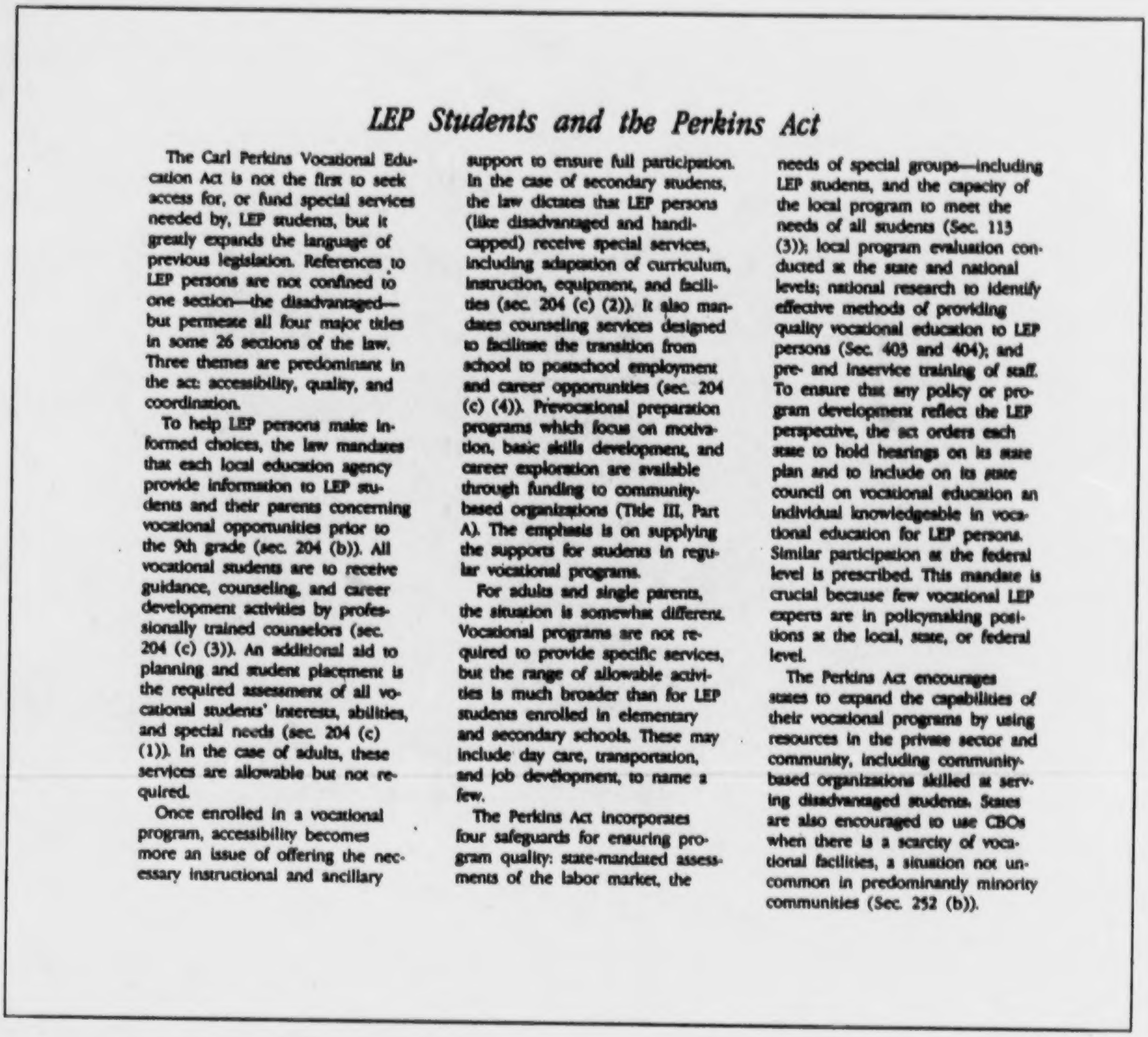
RETENTION OF RECORDS.

After completion of this form, it must be retained by the employer during the period beginning on the date of hiring and ending:
- three years after the date of such hiring, or;
- one year after the date the individual's employment is terminated, whichever is later.

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0136
Form I-9 (05/20/87)

TR-4



LEP Students and the Perkins Act

The Carl Perkins Vocational Education Act is not the first to seek access for, or fund special services needed by, LEP students, but it greatly expands the language of previous legislation. References to LEP persons are not confined to one section—the disadvantaged—but permeate all four major titles in some 26 sections of the law. Three themes are predominant in the act: accessibility, quality, and coordination.

To help LEP persons make informed choices, the law mandates that each local education agency provide information to LEP students and their parents concerning vocational opportunities prior to the 9th grade (sec. 204 (b)). All vocational students are to receive guidance, counseling, and career development activities by professionally trained counselors (sec. 204 (c) (3)). An additional aid to planning and student placement is the required assessment of all vocational students' interests, abilities, and special needs (sec. 204 (c) (1)). In the case of adults, these services are allowable but not required.

Once enrolled in a vocational program, accessibility becomes more an issue of offering the necessary instructional and ancillary support to ensure full participation. In the case of secondary students, the law dictates that LEP persons (like disadvantaged and handicapped) receive special services, including adaptation of curriculum, instruction, equipment, and facilities (sec. 204 (c) (2)). It also mandates counseling services designed to facilitate the transition from school to postschool employment and career opportunities (sec. 204 (c) (4)). Prevocational preparation programs which focus on motivation, basic skills development, and career exploration are available through funding to community-based organizations (Title III, Part A). The emphasis is on supplying the supports for students in regular vocational programs.

For adults and single parents, the situation is somewhat different. Vocational programs are not required to provide specific services, but the range of allowable activities is much broader than for LEP students enrolled in elementary and secondary schools. These may include day care, transportation, and job development, to name a few.

The Perkins Act incorporates four safeguards for ensuring program quality: state-mandated assessments of the labor market, the needs of special groups—including LEP students, and the capacity of the local program to meet the needs of all students (Sec. 113 (3)); local program evaluation conducted at the state and national levels; national research to identify effective methods of providing quality vocational education to LEP persons (Sec. 403 and 404); and pre- and inservice training of staff. To ensure that any policy or program development reflect the LEP perspective, the act orders each state to hold hearings on its state plan and to include on its state council on vocational education an individual knowledgeable in vocational education for LEP persons. Similar participation at the federal level is prescribed. This mandate is crucial because few vocational LEP experts are in policymaking positions at the local, state, or federal level.

The Perkins Act encourages states to expand the capabilities of their vocational programs by using resources in the private sector and community, including community-based organizations skilled at serving disadvantaged students. States are also encouraged to use CBOs when there is a scarcity of vocational facilities, a situation not uncommon in predominantly minority communities (Sec. 252 (b)).

Note: The Perkins Act will expire as of 1991.

SOURCE: Vocational Educational Journal, March, 1987.
(Friedenberg and Lopez-Valadez)

O-1

REQUIREMENTS

1. PROVIDE INFORMATION TO EACH STUDENT AND HIS/HER PARENTS CONCERNING:

    - OPPORTUNITIES IN VOCATIONAL EDUCATION
    - ELIGIBILITY CRITERIA FOR ENROLLMENT

2. PROVIDE EACH LEP STUDENT ENROLLED IN VOCATIONAL EDUCATION:

    - AN ASSESSMENT OF HIS/HER INTERESTS, ABILITIES, AND SPECIAL NEEDS
    - SPECIAL SERVICES INCLUDING CURRICULUM ADAPTATION, INSTRUCTION, EQUIPMENT AND FACILITIES
    - GUIDANCE, COUNSELING, AND CAREER DEVELOPMENT ACTIVITIES
    - COUNSELING SERVICES TO FACILITATE THE TRANSITION FROM SCHOOL TO POST-SCHOOL EMPLOYMENT AND CAREER OPPORTUNITIES

O-2

FUNDING

1. SET-ASIDE FUNDS MAY BE USED ONLY FOR SUPPLEMENTAL OR ADDITIONAL STAFF, EQUIPMENT, MATERIALS, AND SERVICES THAT ARE:

    - * NOT PROVIDED TO OTHER VOCATIONAL STUDENTS

    - * ESSENTIAL FOR LEP STUDENTS TO PARTICIPATE AND SUCCEED

2. FEDERAL FUNDS MAY PAY UP TO 50% OF THE EXCESS COST MATCHED BY THE LEA.

3. FUNDING IS ALLOCATED TO EACH LEA ON A FORMULA BASED ON:

    - * NUMBER OF ECONOMICALLY DISADVANTAGED STUDENTS IN LEA

    - * NUMBER OF LEP SERVED IN VOCATIONAL EDUCATION IN THE PREVIOUS YEAR

PROFESSIONAL ORGANIZATIONS AND COALITIONS

American Association for Adult and Continuing Education (AAACE)
Suite 301
1201 16th Street, NW
Washington, DC 20036
202/822-7866

American Vocational Association, Special Needs Division (AVA/SND)
1415 King Street
Alexandria, VA 22314
703/683-3111

National Association for Bilingual Education (NABE)
1201 16th Street, NW
Washington, DC 20036
202/822-7870

National Association of Vocational Education
Special Needs Personnel (NAVESNP)
Eleanor Bicanich, Pres.
Center for Vocational Personnel Preparation
Reschini House
Indiana University of Pennsylvania
Indiana, PA 15705
412/357-4434

National Career Development Association (NCDA)
5999 Stevenson Avenue
Alexandria, VA 22304
301/461-5574

National Coalition for Vocational Education for
Limited English Speakers
c/o Mary Alice Vogt
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204
703/486-2777

Teachers of English to Speakers of
Other Languages (TESOL)
1118 22nd Street, NW
Washington, DC 20037
202/625-4569

LEP POPULATION - MAJOR FINDINGS

1. Limited English proficient (LEP) persons comprise a large and growing segment of the U.S. population due to new immigration and a higher than average birthrate among linguistic minorities.

    * One of ten Americans (aged 5 and older) speaks a language other than English at home. This represented about 23 million people as of 1980 (U.S. Census, 1980).

    * Although Spanish speakers represent nearly half of all non-English language background persons, 52% speak numerous other languages. (See Appendix A for language breakdown.)

    * By 1980 there were an estimated 15.5 million persons who were limited English proficient (LEP) and unable to benefit from an all English instructional setting or perform adequately on a job requiring English language skills. These LEP persons comprise 7-10% of the U.S. populations.

    * The White House Commission on Immigration demographers estimate that between 1 million and 1.5 million new immigrants are currently entering the U.S. each year - the majority from non-English speaking countries in Latin America and Asia.

    * Since 1980, the U.S. has also seen the influx of 791,831 refugees. (Refugee Reports, March 1988).

    * Additionally, an estimated 4-12 million undocumented aliens reside in the U.S. The Council of Economic Advisors estimated that this figure was increasing by 100,000 - 300,000 persons per year through the mid 1980s (Hudson Institute, 1987).

- Birthrates among minorities is more than double that of white non-Hispanics. Projections indicate that the population of Hispanics and Asians - defined as Vietnamese, Chinese, Filipino, Korean, Japanese, and Pacific Islanders - will increase the most.

2. The great majority of limited English proficient (LEP) persons were born in the U.S. or are naturalized citizens.

   - The great majority of limited English proficient (LEP) persons were born in the U.S. or are citizens. More specifically, less than 10% or 1.5 million LEP persons were not U.S. citizens in 1980. (see Appendix C.)

   - As a result of the legalization provisions of the new immigration law (called "amnesty provisions"), the numbers of naturalized citizens will increase as will the legal immigration of their immediate family members.

   - It is estimated that 1 to 1.5 million immigrants will become legal residents as a result of these provisions.

3. Minorities and immigrants will comprise the largest share of new entrants into the labor force between now and the year 2000.

   - Non-whites will make up 29% of the new entrants into the labor force, which is twice their current share of the workforce (Hudson Institute, 1987).

   - Two-thirds or more of working age immigrants are likely to join the labor force (Hudson Institute, 1987).

   - Non-whites, women and immigrants will make up more than five-sixths of the net additions to the workplace (Hudson Institute, 1987).

4. Minorities and immigrants are most heavily impacted by the changes in the labor market in which the fastest growing jobs will require the highest education and skills levels.

    * According to one study, among 21-25 year olds, only 25% of whites and less than 7% of Hispanics could decipher a bus schedule (NAEP, U.S. Dept. of Ed.).

    * In the last census only 21% of limited English speaking adults 25 years old and over were high school graduates compared to 69% for persons who spoke only English (U.S. Census, 1980).

    * Black and Hispanics were 35% more likely to be employed in occupations projected by the Bureau of Labor Statistics to lose the most employees between 1978 and 1990 (Hudson Institute, 1980).

5. Limited English speaking adults are less successful in the labor market.

    * The unemployment rate of limited English speaking adults 16 years and over is almost twice that of the general population (U.S. Census, 1980).

    * The mean earnings in 1979 of limited English speaking females was $5,697 as compared to $7,418 for all females. For males the contrast is greater; limited English speakers earned $9,522 as compared to $15,845 for other males (U.S. Census, 1980).

LOCAL LEP DATA

To localize data on the LEP population in your community, obtain information about the vocational needs of the LEP. Sources include:

1. Census
2. Bilingual education statistics
3. Employment statistics
4. Human service statistics
5. Local and state agencies
6. Vocational Education Data System (VEDS)
7. School District statistics

The following questions may help identify what needs exist among LEP persons in the community (or service area):

1. How many LEP persons live in the area?
2. What languages do they speak? How many per language?
3. What percentage of the LEP are unemployed or underemployed?
4. What is the educational and vocational background of the LEP population?
5. What programs now exist to offer vocational training to the LEP population?

KOREAN IMMIGRANT

Kim Sang Chul is a 48 year old Korean who has been in the U.S. for two years. Insecurities due to continuous war have brought Mr. Kim to this country, seeking opportunities and education for his children. He is well-educated but speaks broken English with a heavy accent.

In Korea, he was a banking executive, but now can only find a job as a janitor or assemblyman. He has problems understanding his supervisor both because of the way he acts and the language he speaks so rapidly. He has lost the security and social prestige his old job offered him. He finds that his income is not sufficient to care for his wife and four children, so his wife is forced to enter the labor market.

She is able to find a better paying job as a bilingual teacher-aide. As she adapts to the American culture, her role as a woman changes; she begins questioning Korean role expectations and begins asserting herself in the home. Her husband not only feels inadequate as a provider, but as a husband. He resents her changing ways and begins doubting her fidelity.

He no longer knows how to cope as a parent. He can't even advise his children with regard to dating, career choices, college selection, adult life, or society and its values. The feelings of frustration and inadequacy lead to conflict between parent and child, sometimes even to abuse.

POLISH REFUGEE

Vlodek Filarski is a 30-year old Polish refugee who arrived in Chicago nine months ago with his wife and two small children. He was trained as an electrician in Poland, but his lack of English skills and unfamiliarity with some of the recent innovations in electronics has made it impossible for him to work in his profession in this country.

In order to support their family, both he and his wife have taken on jobs which don't require much English. He works at night in a factory where Polish is spoken, and his wife does cleaning work during the day. One relative and several new friends within the Polish community have helped with child care in times of crisis. Vlodek doesn't understand why there aren't more free educational opportunities for him and his wife, and is becoming critical of "the American way of life." He feels that as a refugee, the U.S. owes him some security and a chance to make a good living.

MEXICAN-AMERICAN

Esteban is a Mexican-American born in a predominately Hispanic community in the U.S. He is married to Ines, also a Mexican-American and they have 5 children. Estaban attended public school until age 16 without finishing the 9th grade. He speaks Spanish preferably, but has good command of oral English.

At age 18 he started working in a local steel mill where his father and brothers already worked. He started as a laborer and eventually worked himself up to assistant crane operator. He was laid off two years ago and has lived on compensation until it ran out six months ago.

Esteban is very concerned that he will not find a job and that he will lose the few possessions that he was able to acquire before he was laid off. Nevertheless, in the back of his mind he believes that he will be called back to work at the mill.

HMONG REFUGEE

Moua Yang is a 30 year old Hmong refugee man. He is married and has six children, aged 11, 9, 5, 3, 2 and 4 months. He was a soldier in Laos for 5 years. He attended school for 3 years. He and his family escaped Laos and stayed in refugee camps in Thailand for 5 years before coming to the U.S. two years ago. For the last year, he has been working part-time as a janitor and attending ESL classes where he is enrolled in the beginning class.

LEP IDENTIFICATION MODULE

NAME OF ACTIVITY: Beyond Language

OBJECTIVES - Participants will be able to:

1) Define limited English proficient.
2) Identify common areas of need or conflict for the LEP person seeking employment and training.
3) Identify the type of services LEP persons might need to transition to the U.S. workplace.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
35-45 min.	10-50	Theatre style or round tables	Newsprint or blackboard

MATERIALS:

Solicitud de Empleo, H-1
Hewlett Packard Employment Application, Vietnamese and English Versions, H-2
LEP Population: Major Findings, TR-1
Local LEP Data, TR-2
Korean Immigrant, H-3
Polish Refugee, H-4
Mexican-American, H-5
Hmong Refugee, H-6

PROCEDURE/SUGGESTED ACTIVITIES:

* Ask participants to define an LEP person. Be sure to include: 1) non-native English speakers, 2) varying difficulty in speaking, reading, writing, and /or understanding English, 3) inability to benefit fully from English only instruction, and 4) from non-dominant American culture.

* Distribute one foreign language job application form (either H-1 or H-2). Ask participants to imagine that they are employed at the firm but must now fill out the form. Explain due to budget cuts, their jobs are in jeopardy. A few individuals will be selected for remaining jobs. Set serious tone, discourage talking among "applicants". Allow 3-5 minutes.

* Ask how people felt while trying to complete application. Why couldn't they do the task? Ask individual volunteers to give responses to items on the application. Note cultural differences: date, name order, numerical system, educational systems, career options, and awareness. Conclusion: problems of LEP not soley language-based.

* Discuss the national and local LEP population, TR-1,2.

* Distribute LEP profiles H-3,4,5,6, and ask participants to read them. These can be modified to reflect local LEP populations. Task is to identify the type of services each LEP would need to successfully transition to the world of work in the U.S.

Variation

- Divide participants into small groups of 4-8 persons and give each group responsibility for analyzing only one LEP profile. Have each group assign a recorder.
- Elicit response to LEP profiles. Write answers on newsprint or blackboard. Group responses by need, i.e. language, culture, economics, etc., e.g.:

Need	Type of Service

FOR ADDITIONAL INFORMATION:

- Conference Leader's Guide for the ACCESS Team Workshop, p. TR-2.
- Berry, D. W. and Feldman, M.A. (1985). Overcoming Obstacles to Full Participation of Trainees in BVT Programs. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University.
- Lopez-Valadez, J. ed. (1985). Immigrant Workers and the American Workplace: The Role of Voc Ed. Columbus, OH: ERIC Clearinghouse on Adult, Career, Vocational Education.

H-1

SOLICITUD DE EMPLEO

RESPONDA A TODAS LAS PREGUNTAS

DATOS PERSONALES

NOMBRE	Apellidos			FECHA
DOMICILIO ACTUAL		CIUDAD	ESTADO	NÚMERO DE TELÉFONO

NO. DE SEGURO SOCIAL	NO. DE LICENCIA DE GUIAR	ESTUVO ALGUNA VEZ EMPLEADO EN ESTA COMPAÑIA? CUANDO______________ PUESTO ______________
CLASE DE TRABAJO DESEADO	TURNO PREFÉRIDO ☐ DÍA ☐ TARDE ☐ NOCHE	COMO SUPO UD DE este trabajo? PERIODICO ☐ REFERIDO POR UN EMPLEADO ☐

SI ES PARIENTE DE ALGUN EMPLEADO DE ESTA COMPAÑIA ESCRIBA SU NOMBRE Y DEPARTAMENTO

Sueldo deseado ______________

EN CASO DE EMERGENCIA NOTIFICAR A ________________________

NOMBRE DOMICILIO RELACIÓN

EDUCACION

OMBRE Y DIRECCIÓN DE LA ESCUELA	AÑOS DE ASISTENCIA	FECHA DE GRADUACIÓN
UELA PRIMARIA		
ESCUELA SECUNDARIA		
Escuela Preparatoria		
Estudios Universitarios		
Otros estudios		

SEGURIDAD

HA SIDO UD CONVICTO DE UN CRIMEN?

SI ☐ NO ☐ SI CONTESTA SÍ, LLENE LO SIGUENTE.

FECHA	LOCALIDAD	MOTIVO	SENTENCIA

SALUD

ESTATURA	PESO	Ha recibido TRATAMIENTO O HA ESTADO INTERNO EN EL HOSPITAL POR ENFERMEDAD SERIA? SI ☐ NO ☐ SI CONTESTA SÍ, EXPLIQUE

FECHA DE ÚLTIMO EXAMEN MÉDICO.	HA TENIDO ALGUN ACCIDENTE EN SU TRABAJO? SI ☐ NO ☐ SI CONTESTA SÍ, EXPLIQUE

H-2

HEWLETT PACKARD

Xin Điền Mẫu Đơn Đầy Đủ
Đơn Không Đầy Đủ Không Thể Được Cứu Xét

Chi nhánh Santa Clara. 5301 Stevens Creek Blvd., Santa Clara, CA. 95050. Điện thoại: 246-4300

TIN TỨC CÁ NHÂN

ĐƠN XIN VIỆC

Hewlett-Packard chủ trương tạo cơ hội bình đẳng và tất cả mọi người xin việc đều được chào đón

TÊN: ______________________ Số An sinh Xã hội: ______________
Họ Tên Chữ lót

Địa chỉ: ____
Số nhà Đường Thành phố Tiểu bang Zip

Số điện thoại ______________ Số điện thoại để nhắn lại (nếu cần) ______________
(Mã số vùng) Số

Tên khác mà bạn đã dùng để đi làm ______________________________

Bạn đã từng xin việc ở HP chưa? ☐ Có ☐ Chưa Nếu có, Địa điểm ________ Ngày ________

Bạn đã làm việc với HP chưa? ☐ Có ☐ Chưa Nếu có, Địa điểm ________ Ngày ________

Tên những người bà con đã làm việc ở đây: ____________ Liên hệ ________ Ngày ________

Bạn đã được giới thiệu đến HP cách nào?: ______________________________

Nếu không phải là công dân Hoa kỳ, xin nêu tên loại thông hành: ______________

Bạn có bị kết tội đại hình chưa?: ☐ Có ☐ Không. Nếu có, xin ghi ngày, tội trạng và kết quả: ______________________________

Những sự kết tội trước đây không loại trừ người xin việc khỏi sự cứu xét thuê mướn

Bạn ở giữa lứa tuổi 18 và 70 ? ☐ Đúng ☐ Không. Tất cả những người xin việc dưới 18 tuổi phải nộp giấy phép làm việc.

LOẠI CÔNG VIỆC XIN LÀM

Chỉ đánh dấu vào một lãnh vực:

VIỆC VĂN PHÒNG & GIẤY TỜ	CHUYÊN MÔN	BÁN CHUYÊN MÔN	CÁN SỰ	DỊCH VỤ
☐ Việc giấy tờ	☐ Cơ khí viên	☐ Lọ vật liệu	☐ Điện tử	☐ An ninh
☐ Thư ký Kế toán	☐ Đồ nghề & khuôn	☐ Sản xuất	☐ Cơ khí	☐ Gác dan
☐ Thư ký	☐ Kim khí mỏng	☐ Cơ cấu IC	☐ IC	Loại khác____
☐ Ghi dữ kiện	☐ Bảo trì tiện nghi	Loại khác____	Loại khác____	
Loại khác____	Loại khác____			

Kể ra loại công việc đặc biệt mà bạn thích và khả năng của bạn trong lãnh vực đã đánh dấu: ______________________________

Ca làm việc: Ban ngày___ Chiều tối___ Đêm___ Giờ: Toàn thời gian____ Bán thời gian____

Bạn có điều kiện thể chất nào hạn chế việc thực hiện công việc mà bạn xin làm hay không? ☐ Có ☐ Không.

Đánh máy_____chữ/một phút
Tốc ký ______chữ/ một phút
Máy móc văn phòng________
____
Xuyên phiếu/ Khai thác dữ kiện

Liệt kê những đồ nghề, trang bị điện tử mà bạn cảm thấy có thể xử dụng không cần huấn luyện thêm

Những kỹ năng đặc biệt và khả năng mà bạn có: ____________
____

HỌC VẤN

Vòng con số chỉ lớp cuối cùng mà bạn đã học qua. Lớp 1 2 3 4 5 6 7 8 9 10 11 12
Đại học 1 2 3 4

Tên trường (không kể Trung học)	Địa điểm	Môn học chính	Ngày	Bằng cấp

Có điều gì khác mà bạn muốn chúng tôi biết thêm về bạn? ______________
____

QUÂN ĐỘI H.KỲ

BINH CHỦNG	CẤP BẬC CUỐI CÙNG	NGÀY RỜI QUÂN ĐỘI

Những nhiệm vụ và sự huấn luyện quan trọng nhất của bạn khi ở trong quân đội: (kể cả những trường đã theo học) ______________________

KINH NGHIỆM LÀM VIỆC

LIỆT KÊ NHỮNG VIỆC LÀM TRƯỚC ĐÂY BẮT ĐẦU BẰNG CÔNG VIỆC HIỆN TẠI HOẶC CÔNG VIỆC GẦN ĐÂY NHẤT CỦA BẠN. XIN MÔ TẢ CÁC NHIỆM VỤ CÀNG ĐẦY ĐỦ CÀNG TỐT.

Chủ nhân hiện tại hoặc
quá khứ: ______________________
Địa chỉ: ______________________
Số ______________ Đường ______________
Thành phố ______ Tiểu bang ______ ZIP ______
Điện thoại: ______________ Cấp trên: ______________
(Mã số vùng) Số
Nhiệm vụ của bạn: ______________________

Lý do
thôi việc: ______________________

Ngày khởi đầu / /	Lương khởi đầu $
Ngày thôi việc	Lương lúc thôi việc $

Chủ nhân hiện tại hoặc
quá khứ: ______________________
Địa chỉ: ______________________
Số ______________ Đường ______________
Thành phố ______ Tiểu bang ______ Zip ______
Điện thoại: ______________
(Mã số vùng) Số Cấp trên: ______________
Nhiệm vụ của bạn: ______________________

Lý do
thôi việc: ______________________

Ngày khởi đầu / /	Lương khởi đầu $
Ngày thôi việc / /	Lương lúc thôi việc $

Chủ nhân hiện tại hoặc
quá khứ: ______________________
Địa chỉ: ______________________
Số ______________ Đường ______________
Thành phố ______ Tiểu bang ______ Zip ______
Điện thoại: ______________ Cấp trên: ______________
(Mã số vùng) Số
Nhiệm vụ của bạn: ______________________

Lý do
thôi việc: ______________________

Ngày khởi đầu / /	Lương khởi đầu $
Ngày thôi việc / /	Lương lúc thôi việc / /

THAM KHẢO

Một trong những việc mà HP làm trước khi thuê mướn là liên lạc với chủ nhân cũ của bạn. Chúng tôi có thể liên lạc với chủ nhân hiện tại của bạn không? ☐ Được ☐ Không

TRONG KHOẢNG CHỪA TRỐNG DƯỚI ĐÂY, XIN LIỆT KÊ BA NGƯỜI CÓ THỂ NHẬN XÉT VỀ HỌC VẤN VÀ KINH NGHIỆM CỦA BẠN LIÊN QUAN ĐẾN CÔNG VIỆC LÀM: (ĐỪNG GHI TÊN NHỮNG NGƯỜI BÀ CON HOẶC CHỦ NHÂN ĐÃ LIỆT KÊ Ở TRÊN)

TÊN ______________________ SỐ ĐIỆN THOẠI - 8AM - 5PM
TÊN ______________________ SỐ ĐIỆN THOẠI - 8AM - 5 PM
TÊN ______________________ SỐ ĐIỆN THOẠI 8AM - 5PM

CHỮ KÝ

MẪU ĐƠN NÀY SẼ KHÔNG HOÀN TẤT NẾU NGƯỜI XIN VIỆC CHƯA ĐỌC ĐOẠN DƯỚI ĐÂY VÀ KÝ TÊN:
Tôi xác nhận rằng tất cả những tin tức trên mẫu này là sự thật, đầy đủ và xác đúng nhất theo sự hiểu biết của tôi. Tôi hiểu rằng những tin tức đó sẽ là đối tượng cho sự phối kiểm bởi hãng Hewlett-Packard.

....
CHỮ KÝ NGÀY

NHẬN XÉT CỦA VĂN PHÒNG TUYỂN NGƯỜI

HEWLETT PACKARD

SANTA CLARA DIVISION · 5301 Stevens Creek Blvd., Santa Clara, California 95050 · Telephone (408) 246-4300

PLEASE FILL OUT COMPLETELY.
INCOMPLETE APPLICATION CAN NOT BE PROCESSED.

EMPLOYMENT APPLICATION

HEWLETT-PACKARD IS AN EQUAL OPPORTUNITY EMPLOYER AND ALL APPLICANTS ARE WELCOME.

PERSONAL INFORMATION

NAME: ______________________ Social Security No.: ___ - ___ - ___
Last First Middle

Address: ______________________
No. Street City State Zip

Telephone No. ______________ Message No. (If necessary): ______________
(Area Code) Number (Area Code) Number

Other name(s) under which you have worked: ______________

Have you ever applied for employment at HP?: ☐ Yes ☐ No If "yes", Location: ________ Date: ________

Previously employed with HP?: ☐ Yes ☐ No If "yes", Location: ________ Date: ________

Names of relatives employed here: ________ Relationship: ________ Location at HP: ________

How were you referred to HP? ______________

If not a U.S. citizen, please name type of visa: ______________

Have you ever been convicted of a felony?: ☐ Yes ☐ No If "yes", please give date, offense, and outcome: ______________

Previous convictions do not exclude an applicant from consideration for employment.

Are you between the ages of 18 and 70? ☐ Yes ☐ No. All applicants under the age of 18 must submit a work permit.

TYPE OF WORK APPLYING FOR

Check Only One:

OFFICE & CLERICAL
☐ Clerical
☐ Accounting Clerk
☐ Secretarial
☐ Data Entry
Other ________

SKILLED
☐ Machinist
☐ Tool & Die
☐ Sheet Metal
☐ Facilities Maint.
Other ________

SEMI-SKILLED (Entry)
☐ Material Handler
☐ Production
☐ I.C. Fabrication
Other ________

TECHNICIAN
☐ Electronic
☐ Mechanical
☐ IC
Other ________

SERVICE
☐ Security
☐ Custodian
Other ________

State specific type of job you desire and your qualifications in the area checked. ______________

Shift(s). Day ______ Swing ______ Grave ______ Hours: Full-time ______ Part-time ______

Do you have any physical condition which may limit your ability to perform the job(s) applied for? ☐ Yes ☐ No

Typing Speed ________ WPM

Shorthand Speed ________ WPM

Office Machines ________

Keypunch/Data Prep.: ________

List tools, machines, and electronic equipment you feel qualified to use without further experience ________

What specific skills or abilities do you have? ________

EDUCATION

CIRCLE LAST GRADE COMPLETED — Grade 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4

Name(s) of School(s) other than high school:	Location	Major	Dates	Degree (if any)

Is there anything else you would like us to know about you? ______________

US MILITARY

BRANCH	LAST RANK	DATE OF SEPARATION

Your most important duties and training during service: (include schools attended) ______________

6-170556 (11/79)

WORK EXPERIENCE

LIST PREVIOUS JOBS STARTING WITH YOUR PRESENT OR MOST RECENT ONE. PLEASE DESCRIBE DUTIES AS COMPLETELY AS SPACE ALLOWS.

Present or Last Employer: ______
Address: ______ Number ______ Street
______ City ______ State ______ Zip
Telephone No.: ______ (Area Code) ______ Number
Supervisor: ______
Reason for Leaving: ______
Your Duties: ______

Dates Start	Salary Start
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______
Address: ______ Number ______ Street
______ City ______ State ______ Zip
Telephone No.: ______ (Area Code) ______ Number
Supervisor: ______
Reason for Leaving: ______
Your Duties: ______

Dates Start	Salary Start
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______
Address: ______ Number ______ Street
______
Telephone No.: ______ (Area Code) ______ Number
Supervisor: ______
Reason for Leaving: ______
Your Duties: ______

Dates Start	Salary Start
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______
Address: ______ Number ______ Street
______
Telephone No.: ______ (Area Code) ______ Number
Supervisor: ______
Reason for Leaving: ______
Your Duties: ______

Dates Start	Salary Start
/ /	$
Left	Left
/ /	$

REFERENCES

One of HP's pre-employment steps is to contact your previous employers.
May we contact your present employer? ☐ Yes ☐ No

IN THE SPACE BELOW PLEASE LIST PERSONAL REFERENCES WHO CAN COMMENT ON YOUR EDUCATIONAL OR JOB RELATED EXPERIENCE: (DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

NAME ______ PHONE NO. — 8 AM — 5 PM
NAME ______ PHONE NO. — 8 AM — 5 PM
NAME ______ PHONE NO. — 8 AM — 5 PM

SIGNATURE

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED:
I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge. I understand that such information is subject to verification by Hewlett-Packard.

______ SIGNATURE ______ DATE

EMPLOYMENT OFFICE COMMENTS

Application Received: ______
Application Updated: ______ ______ ______ ______ ______
______ ______ ______ ______ ______
Application Inactivated: ______ ______ ______ ______ ______

LEP POPULATION - MAJOR FINDINGS

1. Limited English proficient (LEP) persons comprise a large and growing segment of the U.S. population due to new immigration and a higher than average birthrate among linguistic minorities.

   * One of ten Americans (aged 5 and older) speaks a language other than English at home. This represented about 23 million people as of 1980 (U.S. Census, 1980).

   * Although Spanish speakers represent nearly half of all non-English language background persons, 52% speak numerous other languages. (See Appendix A for language breakdown.)

   * By 1980 there were an estimated 15.5 million persons who were limited English proficient (LEP) and unable to benefit from an all English instructional setting or perform adequately on a job requiring English language skills. These LEP persons comprise 7-10% of the U.S. populations.

   * The White House Commission on Immigration demographers estimate that between 1 million and 1.5 million new immigrants are currently entering the U.S. each year - the majority from non-English speaking countries in Latin America and Asia.

   * Since 1980, the U.S. has also seen the influx of 791,831 refugees. (Refugee Reports, March 1988).

   * Additionally, an estimated 4-12 million undocumented aliens reside in the U.S. The Council of Economic Advisors estimated that this figure was increasing by 100,000 - 300,000 persons per year through the mid 1980s (Hudson Institute, 1987).

- Birthrates among minorities is more than double that of white non-Hispanics. Projections indicate that the population of Hispanics and Asians - defined as Vietnamese, Chinese, Filipino, Korean, Japanese, and Pacific Islanders - will increase the most.

2. The great majority of limited English proficient (LEP) persons were born in the U.S. or are naturalized citizens.

   - The great majority of limited English proficient (LEP) persons were born in the U.S. or are citizens. More specifically, less than 10% or 1.5 million LEP persons were not U.S. citizens in 1980. (see Appendix C.)

   - As a result of the legalization provisions of the new immigration law (called "amnesty provisions"), the numbers of naturalized citizens will increase as will the legal immigration of their immediate family members.

   - It is estimated that 1 to 1.5 million immigrants will become legal residents as a result of these provisions.

3. Minorities and immigrants will comprise the largest share of new entrants into the labor force between now and the year 2000.

   - Non-whites will make up 29% of the new entrants into the labor force, which is twice their current share of the workforce (Hudson Institute, 1987).

   - Two-thirds or more of working age immigrants are likely to join the labor force (Hudson Institute, 1987).

   - Non-whites, women and immigrants will make up more than five-sixths of the net additions to the workplace (Hudson Institute, 1987).

4. Minorities and immigrants are most heavily impacted by the changes in the labor market in which the fastest growing jobs will require the highest education and skills levels.

   - * According to one study, among 21-25 year olds, only 25% of whites and less than 7% of Hispanics could decipher a bus schedule (NAEP, U.S. Dept. of Ed.).

   - * In the last census only 21% of limited English speaking adults 25 years old and over were high school graduates compared to 69% for persons who spoke only English (U.S. Census, 1980).

   - * Black and Hispanics were 35% more likely to be employed in occupations projected by the Bureau of Labor Statistics to lose the most employees between 1978 and 1990 (Hudson Institute, 1980).

5. Limited English speaking adults are less successful in the labor market.

   - * The unemployment rate of limited English speaking adults 16 years and over is almost twice that of the general population (U.S. Census, 1980).

   - * The mean earnings in 1979 of limited English speaking females was $5,697 as compared to $7,418 for all females. For males the contrast is greater; limited English speakers earned $9,522 as compared to $15,845 for other males (U.S. Census, 1980).

LOCAL LEP DATA

To localize data on the LEP population in your community, obtain information about the vocational needs of the LEP. Sources include:

1. Census
2. Bilingual education statistics
3. Employment statistics
4. Human service statistics
5. Local and state agencies
6. Vocational Education Data System (VEDS)
7. School District statistics

The following questions may help identify what needs exist among LEP persons in the community (or service area):

1. How many LEP persons live in the area?
2. What languages do they speak? How many per language?
3. What percentage of the LEP are unemployed or underemployed?
4. What is the educational and vocational background of the LEP population?
5. What programs now exist to offer vocational training to the LEP population?

KOREAN IMMIGRANT

Kim Sang Chul is a 48 year old Korean who has been in the U.S. for two years. Insecurities due to continuous war have brought Mr. Kim to this country, seeking opportunities and education for his children. He is well-educated but speaks broken English with a heavy accent.

In Korea, he was a banking executive, but now can only find a job as a janitor or assemblyman. He has problems understanding his supervisor both because of the way he acts and the language he speaks so rapidly. He has lost the security and social prestige his old job offered him. He finds that his income is not sufficient to care for his wife and four children, so his wife is forced to enter the labor market.

She is able to find a better paying job as a bilingual teacher-aide. As she adapts to the American culture, her role as a woman changes; she begins questioning Korean role expectations and begins asserting herself in the home. Her husband not only feels inadequate as a provider, but as a husband. He resents her changing ways and begins doubting her fidelity.

He no longer knows how to cope as a parent. He can't even advise his children with regard to dating, career choices, college selection, adult life, or society and its values. The feelings of frustration and inadequacy lead to conflict between parent and child, sometimes even to abuse.

POLISH REFUGEE

Vlodek Filarski is a 30-year old Polish refugee who arrived in Chicago nine months ago with his wife and two small children. He was trained as an electrician in Poland, but his lack of English skills and unfamiliarity with some of the recent innovations in electronics has made it impossible for him to work in his profession in this country.

In order to support their family, both he and his wife have taken on jobs which don't require much English. He works at night in a factory where Polish is spoken, and his wife does cleaning work during the day. One relative and several new friends within the Polish community have helped with child care in times of crisis. Vlodek doesn't understand why there aren't more free educational opportunities for him and his wife, and is becoming critical of "the American way of life." He feels that as a refugee, the U.S. owes him some security and a chance to make a good living.

MEXICAN-AMERICAN

Esteban is a Mexican-American born in a predominately Hispanic community in the U.S. He is married to Ines, also a Mexican-American and they have 5 children. Estaban attended public school until age 16 without finishing the 9th grade. He speaks Spanish preferably, but has good command of oral English.

At age 18 he started working in a local steel mill where his father and brothers already worked. He started as a laborer and eventually worked himself up to assistant crane operator. He was laid off two years ago and has lived on compensation until it ran out six months ago.

Esteban is very concerned that he will not find a job and that he will lose the few possessions that he was able to acquire before he was laid off. Nevertheless, in the back of his mind he believes that he will be called back to work at the mill.

HMONG REFUGEE

Moua Yang is a 30 year old Hmong refugee man. He is married and has six children, aged 11, 9, 5, 3, 2 and 4 months. He was a soldier in Laos for 5 years. He attended school for 3 years. He and his family escaped Laos and stayed in refugee camps in Thailand for 5 years before coming to the U.S. two years ago. For the last year, he has been working part-time as a janitor and attending ESL classes where he is enrolled in the beginning class.

LEP IDENTIFICATION MODULE

NAME OF ACTIVITY: Identifying LEPs

OBJECTIVES - Participants will be able to:
1) Define limited English proficient (LEP).
2) List a minimum of 5 activities to identify LEP students.
3) Give implications for training of various student performance levels.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
60-75 MIN.	10-25	Theatre Style	Overhead Projector VCR - 1/2" or 3/4"

MATERIALS:

Limited English Proficient, 0-1
Basic Skill Areas - Language, 0-2
Identification Activities, 0-3
Identification of LEP Students, TR-1
Project ACCESS Student Referral Form, H-1
Student Performance Levels, Abbrev. Version, H-2
Student Performance Level Document, TR-2
SPL Benefits, 0-4
Implications of SPLs, 0-5
MELT Videotape
Interpret SPL of a Refugee, 0-6
SPL Video Worksheet and Answer Sheet, H-3

PROCEDURE/SUGGESTED ACTIVITIES:

* Ask participants what "LEP" stands for. Elicit limited English proficiency and write it on transparency. Identify other terms which are used in participants' programs, e.g. ESL (English as a Second Language) or bilingual. Clarify differences.

* Display O-1 and review the legal definition of LEP.

* Show O-2 and discuss methods of identifying LEP students. (Refer to TR-1 for information to discuss). Distribute H-1.

* Ask participants which of the identification activities would be the most appropriate for their programs.

* Summarize the basic skilll areas and elicit examples of language problems of LEP students in vocational training and employment (0-3).

* Explain that to properly place and serve LEP persons in vocational educational programs it is important to know their level of English proficiency and its impact on services.

* Pass out H-2 and indicate these are standardized definitions of language proficiency developed for refugee programs. (Refer to TR-2 for more information)

PROCEDURE/SUGGESTED ACTIVITIES: (Cont.)

- **Explain the benefits to BVT program for using these definitions. O-4.**

- **Describe some implications for training with students at different proficiency levels. O-5.**

- **Introduce the MELT videotape. Tell participants that they will be viewing a tape which has three LEP students talking in an interview. Explain the format. O-6.**

- **Pass out H-3 and explain the directions. Play the MELT videotape. (Make sure the video is ready to start with the initial student interview.)**

Variation

If the group is large, divide participants into smaller groups, and:

- Ask group members to discuss the video and develop a consensus list of problems and ratings.

If the group is composed of ESL teachers, introduce the complete SPL tape and have participants discuss the SPL of each student.

(Student #1 - SPL II, Student #2 - SPL III, Student #3 - SPL VI)

FOR ADDITIONAL INFORMATION:

Cordova, R. and Phelps, A.L. (1982). Identification, Assessment and Education Programs: A Handbook of Procedures, Techniques, and Resources. Macomb, IL; Curriculum Publications Clearinghouse, Western Illinois University.

Lopez-Valadez, J. and DeHesus, P. (1982). Vocational Programming for the LEP: Common Concerns and Solutions. Macomb, IL: Curriculum Publications Clearninghouse, Western Illinois University.

LIMITED-ENGLISH-PROFICIENT

LIMITED-ENGLISH PROFICIENT STUDENTS ARE STUDENTS WHO:

- WERE NOT BORN IN THE UNITED STATES, OR WHOSE NATIVE LANGUAGE IS A LANGUAGE OTHER THAN ENGLISH;
- COME FROM ENVIRONMENTS WHERE A LANGUAGE OTHER THAN ENGLISH IS DOMINANT;
- ARE AMERICAN INDIAN OR ALASKAN NATIVE AND WHO COME FROM ENVIRONMENTS WHERE A LANGUAGE OTHER THAN ENGLISH HAS HAD A SIGNIFICANT IMPACT ON THEIR LEVEL OF ENGLISH LANGUAGE PROFICIENCY;

AND

- BY REASON THEREOF, HAVE SUFFICIENT DIFFICULTY SPEAKING, READING, WRITING, OR UNDERSTANDING THE ENGLISH LANGUAGE AS TO DENY SUCH INDIVIDUALS THE OPPORTUNITY TO LEARN SUCCESSFULLY IN CLASSROOMS WHERE THE LANGUAGE OF INSTRUCTION IS ENGLISH OR TO PARTICIPATE FULLY IN OUR SOCIETY.

O-2

IDENTIFICATION ACTIVITIES

1. REVIEW LOCAL SCHOOL BILINGUAL CENSUS DATA
2. REVIEW ESL ENROLLMENTS
3. REVIEW STUDENTS' CUMULATIVE RECORDS
4. INTERVIEW THE STUDENT FORMALLY
5. SURVEY KEY PEOPLE
6. OBSERVE STUDENT PERFORMANCE
7. SCREEN STUDENT AT TIME OF REGISTRATION

Identification and Assessment of LEP Students in Vocational Education, A Handbook of Procedures, Techniques and Resources. Rosmary Cordova.
Springfield: Illinois State Board of Education, 1982.

BASIC SKILL AREAS - LANGUAGE

LISTENING

SPEAKING

PRONUNCIATION

READING

WRITING

IDENTIFICATION OF LEP STUDENTS

The identification of limited English proficiency (LEP) students could occur at several points: prior to the student's actual participation in the vocational course, or during the first two to three weeks of student participation, or self-identification by student or during recruitment of students into a vocational program (adult and community college level). Since law requires that LEP learners be identified and provided services appropriate to their needs, and the State Vocational Department may require certain identification from the education district in order to reimburse the district for serving students with limited English proficiency, your administrator may ask you to justify the number of LEP students presently enrolled in your program. In addition, you will need information on the general LEP population characterstics (e.g., number of LEP students, languages spoken, English proficiency, vocational interest) in order to design support services needed, develop resources, design placement criteria, and refer LEP students for assessment and services. Therefore, you may want to consider the following suggested activities to help you in the identification of LEP students:

A. Review local public school bilingual census data. (Appropriate for high school.)

B. Review ESL enrollments. (Appropriate for high school and community college.)

C. Review the student's cumulative record. (Appropriate for high school and community college.)

D. Informal interview with student. (Appropriate for high school and community college.)

E. Survey key people, such as previous teachers, parents, counselors, and the student being considered. (Appropriate for high school and community college.)

F. Direct observation of student performance. (Appropriate for high school and community college.)

G. Screen student at registration. (Appropriate for high school and community college.)

While each approach and procedure is treated separately in this section, in actual practice, a combination of strategies should be used in identifying an LEP student or population.

Identification and Assessment of LEP Students in Vocational Education, A Handbook of Procedures, Techniques and Resources. Rosemary Cordova.
Springfield: Illinois State Board of Education, 1982.

H-1

PROJECT ACCESS

BILINGUAL VOCATIONAL PROGRAM
STUDENT REFERRAL FORM

STUDENT'S NAME ______________________________
DIVISION ______________________________
VOCATIONAL EDUCATION COURSE ______________________________
TEACHER ______________________________

REASON FOR REFERRAL
CHECK APPROPRIATE BOX BELOW

☐ Student understands little to no instruction in English.

☐ Student understands instructions but cannot respond in English to questions.

☐ Student has difficulty with concepts of the lessons due to language interference.

☐ Student has difficulty with basic reading materials of the course.

☐ Student has difficulty with the terminology of the subject matter.

☐ Student is hesitant to participate in class activities due to language interference.

Other: ______________________________
____
____

PLEASE CIRCLE ONE OF THE FOLLOWING:

Level 1: The individual does not speak, understand, or write English but may know a few words or expressions.

Level 2: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

Level 3: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

Level 4: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

From: Project ACCESS
Juarez High School
Chicago, IL

STUDENT PERFORMANCE LEVELS - ABBREVIATED VERSION

O	NO ABILITY WHATSOEVER		
I	• FUNCTIONS MINIMALLY IF AT ALL IN ENGLISH.	• CAN HANDLE ONLY ROUTINE ENTRY-LEVEL JOBS THAT DO NOT REQUIRE ORAL COMMUNICATION AND IN WHICH ALL TASKS CAN BE EASILY DEMONSTRATED.	• A NATIVE ENGLISH SPEAKER USED TO DEALING WITH LIMITED ENGLISH SPEAKERS CAN RARELY COMMUNICATE WITH A PERSON AT THIS LEVEL EXCEPT THROUGH GESTURES.
II	• FUNCTIONS IN A VERY LIMITED WAY IN SITUATIONS RELATED TO IMMEDIATE NEEDS.	• CAN HANDLE ONLY ROUTINE ENTRY-LEVEL JOBS THAT DO NOT REQUIRE ORAL COMMUNI-AND IN WHICH ALL TASKS CAN BE EASILY DEMONSTRATED.	• A NATIVE ENGLISH SPEAKER USED TO DEALING WITH LIMITED LIMITED ENGLISH SPEAKERS WILL HAVE GREAT DIFFICULTY COMMUNICATING WITH A PERSON AT THIS LEVEL.
III	• FUNCTIONS WITH SOME DIFFICULTY IN SITUATIONS RELATED TO IMMEDIATE NEEDS.	• CAN HANDLE ENTRY-LEVEL JOBS THAT INVOLVE ONLY THE MOST BASIC ORAL COMMUNICATION AND IN WHICH ALL TASKS CAN BE DEMONSTRATED.	• A NATIVE ENGLISH SPEAKER USED TO DEALING WITH LIMITED ENGLISH SPEAKERS WILL HAVE GREAT DIFFICULTY DEALING WITH A PERSON AT THIS LEVEL.
IV	• CAN SATISFY BASIC SURVIVAL NEEDS AND A FEW VERY ROUTINE SOCIAL DEMANDS.	• CAN HANDLE ENTRY-LEVEL JOBS THAT INVOLVE SOME SIMPLE ORAL COMMUNICATION BUT IN WHICH TASKS CAN CAN ALSO BE DEMONSTRATED.	• A NATIVE ENGLISH SPEAKER SPEAKER USED TO DEALING WITH LIMITED ENGLISH SPEAKERS WILL HAVE DIFFICULTY COMMUNICATING WITH A PERSON AT THIS LEVEL.
V	• CAN SATISFY BASIC NEEDS AND SOME LIMITED SOCIAL DEMANDS.	• CAN HANDLE JOBS AND JOB TRAINING THAT INVOLVE FOLLOWING SIMPLE ORAL AND VERY BASIC WRITTEN INSTRUCTIONS BUT IN WHICH ALL TASKS CAN ALSO BE DEMONSTRATED.	• A NATIVE ENGLISH SPEAKER USED TO DEALING WITH LIMITED ENGLISH SPEAKERS WILL HAVE SOME DIFFICULTY COMMUNICATING WITH A PERSON AT THIS LEVEL.

MAINSTREAM ENGLISH LANGUAGE RESOURCE PACKAGE. OFFICE OF REFUGEE RESETTLEMENT, 1986.

VI	* CAN SATISFY MOST SURVIVAL NEEDS AND LIMITED SOCIAL DEMANDS.	* CAN HANDLE JOBS AND JOB TRAINING THAT INVOLVE FOLLOWING SIMPLE ORAL AND WRITTEN INSTRUCTIONS AND DIAGRAMS.	* A NATIVE ENGLISH SPEAKER NOT USED TO DEALING WITH LIMITED ENGLISH SPEAKERS WILL BE ABLE TO COMMUNICATE WITH A PERSON AT THIS LEVEL ON FAMILIAR TOPICS BUT WITH DIFFICULTY AND SOME EFFORT.
VII	* CAN SATISFY NEEDS AND ROUTINE WORK AND SOCIAL DEMANDS.	* CAN HANDLE WORK THAT INVOLVES FOLLOWING ORAL AND SIMPLE WRITTEN INSTRUCTIONS IN FAMILIAR AND SOME UNFAMILIAR SITUATIONS.	* A NATIVE ENGLISH SPEAKER NOT USED TO DEALING WITH LIMITED ENGLISH SPEAKERS CAN GENERALLY COMMUNICATE WITH A PERSON AT THIS LEVEL ON FAMILIAR TOPICS.
VIII	* CAN PARTICIPATE EFFECTIVELY IN SOCIAL AND FAMILIAR WORK SITUATIONS.		* A NATIVE ENGLISH SPEAKER NOT USED TO DEALING WITH LIMITED ENGLISH SPEAKERS CAN COMMUNICATE WITH A PERSON AT THIS LEVEL ON ALMOST ALL TOPICS.
IX	* CAN PARTICIPATE FLUENTLY AND ACCURATELY IN PRACTICAL, SOCIAL, AND WORK SITUATIONS.		* A NATIVE ENGLISH SPEAKER NOT USED TO DEALING WITH LIMITED ENGLISH SPEAKERS CAN COMMUNICATE EASILY WITH A PERSON AT THIS LEVEL.
X	* ABILITY EQUAL TO THAT OF A NATIVE ENGLISH SPEAKER OF THE SAME SOCIO-ECONOMIC LEVEL.		

THE STUDENT PERFORMANCE LEVELS DOCUMENT

The SPL document is a set of descriptions stating what students should be able to accomplish with their language skills at ten different levels. Each level is described in terms of a student's listening, speaking, reading, and writing skills; ability to communicate with a native speaker; and readiness for employment. The descriptions do not rely on technical language and are hence comprehensible by non-ESL professionals.

The levels' descriptions are more detailed in Levels I-VII than in VIII-X because lower levels are more frequently found in refugee programs. Although information relating to Levels VIII-X may not be as immediately relevant to service providers, it is important to emphasize the fact that refugees who have reached an SPL VII have not reached their full potential as language learners. Furthermore, as refugees and immigrants move out of ELT/MELT programs, it is desirable that there is a description of levels that relate to higher levels of employment and more advanced training.

For levels of performance, the descriptions are organized as follows: a statement of general language ability; and descriptions of student proficiency in each of the four skill areas -- listening, comprehension, oral communication, reading, and writing.

The General Language Ability Section contains three parts:

1. A brief summary of student's functional proficiency in English.
2. A general statement describing the type of employment-related tasks and situations a student might be able to handle.
3. A statement describing the extent to which a native English speaker might be able to communicate with a person at each level.[3]

Listening Comprehension describes a student's ability to understand spoken English with reference to rate of speech, need for repetition, and extent and complexity of material.

Oral Communication describes a student's ability to speak English with reference to vocabulary, grammatical structure, fluency, extent and complexity of material, and spontaneity of expression.

Reading describes a student's ability to recognize and read material ranging from numbers and letters to whole words, phrases, sentences, and paragraphs.

Global Pronunciation Rating Scale

A separate rating scale for pronunciation follows the SPL document. The rating scale includes three global ratings describing a student's general pronunciation level. The ratings are:

3 -- readily understandable

2 -- generally understandable, but occasionally incomprehensible

1 -- frequently incomprehensible

Source: Mainstream English Language Training Project, Office of Refugee Resettlement, 1985.

O-4

SPL BENEFITS

1. DESCRIBE PROFICIENCY OF STUDENTS ENTERING AND EXITING A BVT PROGRAM.
2. DESCRIBE THE GROWTH OF LANGUAGE PROFICIENCY OF STUDENTS WITHIN BVT PROGRAMS.
3. ARTICULATE BVT PROGRAM OUTCOMES.
4. FACILITATE INFORMATION EXCHANGE IN REFERRING STUDENTS TO BVT PROGRAMS.
5. ASSIST BVT JOB DEVELOPERS IN PLACING STUDENTS IN JOBS.

IMPLICATIONS OF SPLs FOR BVT PROGRAMS

STUDENTS	LANGUAGE OF INSTRUCTION	SUPPORT SERVICES
SPL O-II	Native language	Bilingual assistance in class Bilingual materials Intensive VESL instruction
SPL III - IV	Native language English limited to simple descriptions	Bilingual assistance in class Bilingual materials Materials written in very simplified English VESL instruction
SPL IV-V-VI	Simplified English Native language for complex concepts as necessary	Materials written in simplified English Limited bilingual assistance as necessary
SPL VI+	English	Very limited bilingual assistance only as necessary

O-6

INTERPRET THE SPL OF A REFUGEE.

MELT RESOURCE PACKAGE
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT REFUGEE PROJECT
VIDEOTAPE FORMAT

SECTION 1

1. HELLO. (STUDENT RESPONSE)
2. HOW ARE YOU TODAY?
3. MY NAME IS CINDY RANII. CAN YOU TELL ME YOUR NAME, PLEASE?
4. AND WHERE ARE YOU FROM?
5. WHEN DID YOU COME TO THE UNITED STATES?
6. DID YOU STUDY ENGLISH IN A REFUGEE CAMP?
7. HOW LONG HAVE YOU STUDIED ENGLISH HERE IN THE REFUGEE PROJECT?

SECTION II

STUDENT DESCRIBES PICTURE OF A MINOR TRAFFIC ACCIDENT.

SECTION III

PLEASE TELL ME SOMETHING ABOUT YOURSELF. YOU MAY USE THE LIST OF WORDS BELOW TO HELP YOU.

1.	NAME			
2.	WHERE	LIVE		
3.	WHERE	FROM		
4.	HOW	OLD		
5.	WHEN	CAME	TO	U.S.
6.	WHY			
7.	FAMILY			
	MARRIED	SINGLE		
	CHILDREN			
	MOTHER	FATHER		
	SISTERS	BROTHERS		
8.	JOB (WORK EXPERIENCE)			
9.	SCHOOLING	JOB TRAINING		
10.	WHAT	YOU	LIKE	
11.	WHAT	YOU	DO	
12.	LEARNING	ENGLISH		
13.	PLANS	FOR	ONE YEAR	FROM NOW

SECTION IV

1. WHAT KIND OF WORK WOULD YOU LIKE TO DO HERE IN THE UNITED STATES?
2. DO YOU HAVE ANY EXPERIENCE IN THAT FIELD?
3. DO YOU HAVE TRANSPORTATION?
4. HOW FAR DO YOU LIVE FROM HERE?
5. WHEN YOU LOOK FOR A JOB, WOULD YOU BE INTERESTED IN A PARTICULAR SHIFT?
6. HOW'S YOUR ENGLISH?
7. WHAT DOES ESL STAND FOR?

MAINSTREAM ENGLISH LANGUAGE TRAINING ASSISTANCE RESOURCE PACKAGE,
OFFICE OF REFUGEE RESETTLEMENT.

WATCH THE VIDEO TAPE.
WHAT LANGUAGE DIFFICULTIES DO THE STUDENTS HAVE?
TO WHAT DEGREE IS COMMUNICATION POSSIBLE?

H-3

STUDENT	LANGUAGE DIFFCULTY	LEVEL OF COMMUNICATION
Student One		With great difficulty With some difficulty With little difficulty With no difficulty
Student Two		With great difficulty With some difficulty With little difficulty With no difficulty
Student Three		With great difficulty With some difficulty With little difficulty With no difficulty

H-3.1

WATCH THE VIDEO TAPE.
WHAT LANGUAGE DIFFICULTIES DO THE STUDENTS HAVE?
TO WHAT DEGREE IS COMMUNICATION POSSIBLE?

ANSWER KEY

STUDENT	LANGUAGE DIFFCULTY	LEVEL OF COMMUNICATION
Student One	Understands only very basic questions -- (What's your name? Where are you from?) Utterances are oversized phrases. Reads simple words. No fluency.	[✓ With great difficulty] With some difficulty With little difficulty With no difficulty
Student Two	Understands basic questions. Some grammar. Utterances contain new information.	With great difficulty [✓ With some difficulty] With little difficulty With no difficulty
Student Three	Understands questions which have new vocabulary. Speaks fluently with some hesitation. Has knowledge of basic grammar, but still makes grammatical mistakes.	With great difficulty With some difficulty [✓ With little difficulty] With no difficulty

LEP ASSESSMENT MODULE

NAME OF ACTIVITY: Testing Language

OBJECTIVES - Participants will be able to:

1) Identify areas of language assessment.
2) Identify the language skills measured by particular tests.
3) Evaluate which types of language tests are appropriate for individual programs.

TIME	GROUP SIZE:	PHYSICAL SETTING	EQUIPMENT:
75-90 min.	10-30	Theatre Style	Blackboard or newsprint, overhead projector

MATERIALS:
Reasons for testing, O-1
Language Areas, O-2
Language Skills Worksheet, H-1
Language Skills Answer Sheet TR-1
Basic English Skills Test, TR-2 and O-3 thru O-6
BVOPT Test, TR-3 and O-7 thru O-10
Locally Developed Tests, O-11 thru O-15
Native Language Assessment, TR-4
Testing Resource, H-2, and Language Proficiency Descriptions, H-3

PROCEDURE/SUGGESTED ACTIVITES:

- Introduce participants to the reasons for language testing, O-1

- Ask participants to identify the language needs of their students both when they enter and when they exit vocational programs.

- Ask participants to brainstorm the language skill areas which can be measured. Note responses and summarize by displaying O-2.

- Ask participants to list the language test used in their programs.

- Pass out H-1. Briefly explain the following tests, showing transparencies, and ask participants to identify the language skills measured. Review answers after each test, TR-1.

    1) The B.E.S.T. (Basic English Skills Test) is a competency-based ESL test. It has two sections -- a Core Section which measures listening, communication and fluency skills and a Literacy Section which measures reading and writing skills. It is used as a proficiency test in some vocational programs, TR-2.

    O-3 shows the areas assessed by the Core Section
    O-4 Question 24 assesses listening.
    O-5 Question 40 assesses grammatical accuracy and 42 measures fluency.
    O-6 is a form which students complete and measures basic literacy.

PROCEDURE/SUGGESTED ACTIVITIES: (Cont.)

2. The BVOPT (Bilingual Vocational Oral Proficiency Test) was especially developed to measure language proficiency of students entering vocational training programs (TR-3).
   O-7 measures students' abilities to answer common questions, subtest 1.
   O-8 has student explain what they see in the picture, subtest 2.
   O-9 has student repeat an interview situation which uses spoken sentences, subtest 3.
   O-10 has students listen to instructions and perform the tasks.

3. Locally developed tests:
   a) "Oil Change Steps" measures reading comprehension, O-11.
   b) "Troubleshooting" measures listening, O-12.
   c) Cloze test measures reading skills and grammar, O-13 and O-14.
   d) "Machine Tool Fundamentals" measures vocabulary, O-15.

   Variation
   Have copies of other language tests available. Divide participants into small groups of 3-5 people and have them review each test and identify what each measures.

* Briefly discuss assessment of native language, Lecturette TR-4.

* Divide participants into 3 groups. Referring again to O-1, have each group develop a testing plan including which types of tests should be given and at which phases, for the type of vocational program assigned to their group:

Group 1)	A mainstream vocational program in which lectures and textbooks are used in instruction.
Group 2)	A hands-on vocational program to prepare for semi-skilled jobs.
Group 3)	A bilingual vocational training program which includes an ESL component.

* Ask one member of each group to report results.

* Summarize by stressing that test appropriateness can only be determined by needs of students in local programs. Pass out H-2, Testing Resource, and H-3, Language Proficiency Descriptions.

  Explain that the latter can be used to assess oral English skills on the basis of informal interviews with LEP persons.

FOR ADDITIONAL INFORMATION:

Hamayan, E.V., et al (1985). Assessment of Language Minority Students, A Handbook for Educators. Arlington Heights, IL: Illinois Resource Center.

Hartley, N. et al (1980). Assessment of Basic Vocational-related Skills. Greeley, CO: University of Northern Colorado.

Menges, P.A. and Seifer, N.A. (1983). Language Assessment for Limited English Speakers in Vocational Programs. Phoenix, AZ: Arizona State Department of Education, Vocational Instructional Access Unit.

Terdy, D. (1981). Testing Instruments and Procedures for Adult English as a Second Language. Arlington Heights, IL: Statewide ESL/AE Service Center, Northwest Educational Cooperative.

REASON FOR TESTING

- STUDENT SELECTION/PLACEMENT
- DETERMINATION OF INSTRUCTIONAL GOALS AND NEEDED SUPPORT SERVICES
- DOCUMENTATION OF ACHIEVEMENT

LANGUAGE AREAS

- LISTENING COMPREHENSION
- SPEAKING
- READING
- WRITING
- VOCABULARY
- GRAMMATICAL ACCURACY
- FLUENCY
- PRONUNCIATION

H-1

LANGUAGE SKILLS WORKSHEET

YOU WILL SEE EXCERPTS FROM SOME ENGLISH TESTS.
INDICATE THE SKILLS WHICH THE TESTS MEASURE.

Tests	Listening Comprehension	Speaking	Reading	Writing	Vocabulary	Grammatical Accuracy	Fluency	Pronunciation
B.E.S.T.								
B.V.O.P.T.								
"Oil Change Steps"								
"Troubleshooting"								
CLOZE								
"Machine Tool Fundamentals"								

LANGUAGE SKILLS WORKSHEET

Answer Key

YOU WILL SEE EXCERPTS FROM SOME ENGLISH TESTS.
INDICATE THE SKILLS WHICH THE TESTS MEASURE.

Tests	Listening Comprehension	Speaking	Reading	Writing	Vocabulary	Grammatical Accuracy	Fluency	Pronunciation
B.E.S.T.	X	X	X	X		X	X	X
B.V.O.P.T.	X	X				X	X	X
"Oil Change Steps"			X		(X)			
"Troubleshooting"	X		X		(X)			
CLOZE			X		X	X		
"Machine Tool Fundamentals"					X			

BASIC ENGLISH SKILLS TEST

I. OVERVIEW

During the latter part of the 1970's, new non-academic English as a Second Language (ESL) curricula for adults were developed using a competency-based model. Text materials soon followed which included tasks for demonstrating mastery of individual competencies, but a standardized criterion-referenced test was not available to complement the curricula and the texts. The Basic English Skills Test (B.E.S.T.) now completes that curriculum development effort.

The B.E.S.T. is a test of elementary listening and comprehension, speaking, reading, and writing, intended for use with limited-English-speaking adults for whom information on the attainment of basic functional language skills is needed. The test consists of two sections: a Core section and a Literacy Skills section.

The Core section is an individually administered face-to-face interview requiring about 10-15 minutes per examinee. It includes a series of simulated real-life listening comprehension and speaking tasks, such as telling time, asking for directions, handling verbal terms for money, and conversing socially at a simple level. Also included is a reading task (recognition of a series of slight words) and writing task (completion of a short biographical data form) which together serve as a screening device to identify examinees for whom the Literacy Skills section would be appropriate.

The Literacy Skills Section, which may be administered either individually or on a group basis, presents a variety of reading tasks ranging from recognizing dates on the calendar and understanding food and clothing labels to reading bulletin announcements and newspaper ads. Writing tasks range from addressing an envelope and writing a rent check to filling out an application form and writing a short passage on a biographical topic. Testing time for the Literacy Skills section is one hour.

The B.E.S.T. is designed to provide useful information in three basic areas:

(1) evaluating the extent and nature of students' English language proficiency on entry level into language training courses, for purposes of appropriate class placement and/or planning of individualized learning activities best suited to a given student;

(2) determining the progress of individual students, or the class as a whole, in developing functional proficiency in English with respect to the types of "survival" and pre-vocational language-sue situations represented in the test;

(3) providing diagnostic feedback concerning students' acquisition or lack of acquisition of each of the particular language use tasks included in the test (for example, telling time, dealing with money, etc.) This information may be used for overall course planning and/or individual remedial instruction.

Although the B.E.S.T is not intended as a placement or achievement test for vocational training courses taught wholly or primarily in English, it can serve as a screening device in that students who do not perform at a very high level on the tasks represented in the B.E.S.T. would not be expected to have sufficient language proficiency to profit from most English-medium vocational training courses.

Basic English Skills Test. Center for Applied Linguistics, 1984.

O-3

BASIC ENGLISH SKILLS TEST - CORE SECTION SCORE SHEET

Name ______________________ Date of Test ______________

Testing Site ________________ Examiner ________________

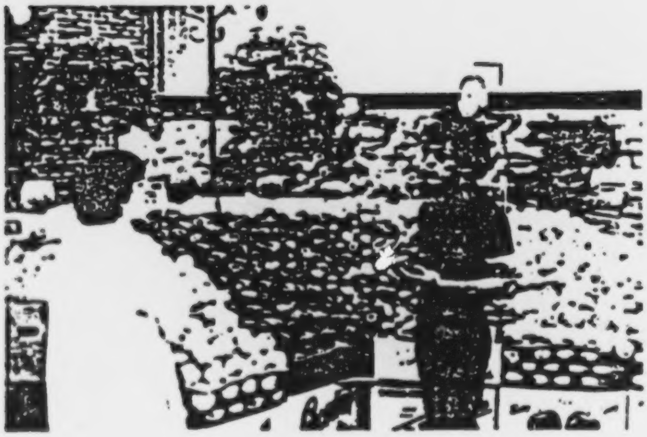
Score Summary:	Listening Comprehension	△	Pronunciation	1 2 3
	Communication	☐	Reading / Writing	⬭
	Fluency	○		
	Total	☐		

	0	1	2	3
p. 1				
1. Name?	☐	☐	☐	
2. Spell?	☐	☐	☐	
3. Where from?	☐	☐	☐	
4. When leave?	☐	☐	☐	
5. How long?	☐	☐	☐	
6. Language?	☐	☐	☐	
7. Do you like...?	○	○	○	○
p. 2				
8. Where...people?	☐	☐	☐	
9. What...doing?	☐	☐	☐	

	0	1	2	3
p. 3				
10. Five-fifteen	△	△		
11. What time?	☐	☐	☐	
12. Five-forty-five?	△	△		
13. Go to bed?	☐	☐	☐	
p. 4				
14. What question?	☐	☐	☐	
p. 6				
15. Turn right...	△	△		
16. Turn left...	△	△		
17. Building on right...	△	△		
18. What street...?	☐	☐	☐	
19. 8th Street?	☐	☐	☐	
20. If get lost...	☐	☐	☐	
21. What...say?	○	○	○	○

Basic English Skills Test. Center for Applied Linguistics, 1984.

O-4

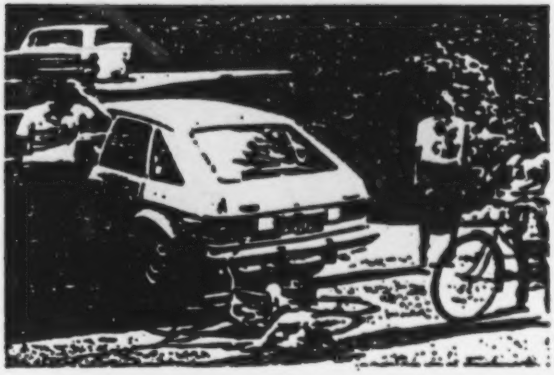


Procedure	Test Questions	Response	0	1	2
Point to the man in the picture.					
	22. Where is he?	"In a supermarket."	22. ☐	☐	☐
	He wants to buy some apples, but he doesn't know how much they cost.				
	23. What question could he ask?	"How much are they?"	23. ☐	☐	☐
Put the three dollar bills and change (two quarters, two dimes, two nickels, four pennies—$3.84 total) in front of the examinee. *Place one coin of each denomination face up and the others face down.*					
Point to the apples that the man is holding.					
	24. These apples cost 35 cents each. Show me how much money he needs for one apple. They're 35 cents each.	chooses correct amount	24. △	△	
	25. Show me a quarter.	points	25. △	△	

SUBTOTAL △ ☐

Basic English Skills Test. Center for Applied Linguistics, 1984

O-5



Procedure	Test Questions	Response	Score			
			0	1	2	3
Point to the picture of the accident.						
	38. What do you think happened?	explains	38. ○	○	○	○
	39. What will they do next?	explains	39. ○	○	○	○
Point to the driver.						
	40. How do think he feels?	"Upset." "Worried." "Sad."	40. ☐	☐	☐	
Question 40 is intentionally difficult. It should elicit a request for clarification from the examinee.						
	41. In your estimation, should the driver be deemed accountable?	"I don't understand." "Please repeat."	41. ☐	☐	☐	
Point to the driver.						
	Do you think he was wrong?	"Yes/No."				
	42. Why?/Why not?	explains	42. ○	○	○	○

SUBTOTAL ☐ ○

Basic English Skills Test. Center for Applied Linguistics, 1984.

Name ______________________________

Address ______________________________

____

____

Signed ______________________ Date ________

B.E.S.T. FORM D, CORE

Basic English Skills Test. Center for Applied Linguistics, 1984.

II Administration of the BVOPT

TR-3

1 Purpose of Test

The Bilingual Vocational Oral Proficency Test (BVOPT) is a test of English language proficiency for adults whose native language is not English. It is designed to measure receptive (listening) and productive (speaking) English language skills used in bilingual vocational training. Both vocabulary and language structures used in the test come largely from day-to-day use of English. Great care has been taken, however, to assure that language structures are used in the context of vocational education instruction. Furthermore, every grammatical structure in the test was drawn from actual language of instruction in vocational education.

The BVOPT is to be used to screen persons for enrollment into a bilingual vocational training program, and to determine the gain in English language proficiency achieved during the training program. The test is designed to be individually administered. It has two alternate equivalent forms (Form A and Form B) that are to be used for pre- and post-test purposes. Results of the pretest will be used to plan an appropriate English language program for the trainee, and the post-test will show how much English the trainee has learned in the program.

IMPORTANT

Test administrators for the Bilingual Vocational Oral Proficiency Test must be literate in English as well as have native or near-native proficiency in English. Administrators should also be able to give explanations and directions in the student's native language to reduce tension and frustration. Though no special training is needed for test administration, administrators should be thoroughly familiar with the BVOPT before attempting to give the test. A careful examination of the test package is of the utmost importance.

Subtest 1 — Question/Answer (Form A)

Instructions

- This subtest is in the form of an oral interview. The examinee is asked to respond to a series of questions in an appropriate and understandable manner. A series of photographs will be used in this subtest to elicit responses. Have the appropriate set of photographs available for the form being given.
- On the *Personal Score Record*, record the date, the time the subtest starts and the time the subtest is finished. Enter a total time for the subtest by subtracting the starting time from the finishing time.
- When a question refers to a photograph, make sure the appropriate photograph is being used. Also make sure that the examinee has a clear view of the photograph.
- Each item may be repeated once. After the examinee answers each question, whether or not the answer is complete and/or appropriate, ask the next question.
- *Note:* It is possible that in responding to one item the examinee may also answer subsequent items. In these cases the test administrator should score the response only for the item given.

  For items where the examinee has given the answer previously, the test administrator will ask the question again.
- *Important:* Items (questions) must be read exactly as written; they must not be translated or explained in the native language. Also, the examinee should receive no prompting in the native language. Only the instructions may be given in the native language.
- *Important:* Discontinue administering this subtest if the examinee misses as many as 4 of the first 5 items or as many as 6 of the first 8 items. *Go on to administer Subtest 2: Open-ended Interview.*
- *Important:* Responses for this subtest must be scored immediately following each question.
- *Score each response on the* Personal Score Record *as the examinee responds.* Scoring criteria:

  1 – Appropriate and understandable

  0 – Inappropriate, unintelligible, no response

Subtest 2 — Open-ended Interview (Form A)

Instructions

- The purpose of this section is to get a 4–5 minute sample of the examinee's speech.
- It is expected that the examinee will be able to provide this by reacting to the photographs shown. However, it is possible that the examinee will have difficulty getting started or continuing at some point before the complete sample is collected.
- Prompts are provided to help the test administrator obtain the sample. The prompts do not have to be given word-for-word nor presented in the order given here.
- In addition, the test administrator should feel free to make up his/her own prompts as long as they relate to the topic in the pictures.
- Prompts should be given only when needed.
- Be sure Form A, Police Series photographs, are being used.
- This subtest does not have a stop criterion.
- *Important:* Responses for this subtest will *not* be scored immediately following each question. This subtest will be scored after administering the entire subtest.
- Rate the examinee as low, medium or high.

Low: 1, 2, or 3 – Little or no English; one or two-word responses; speech is slowed, strained.

Med: 4, 5, or 6 – Speaks English with some difficulty; responds in complete simple sentences but may contain grammatical errors.

High: 7, 8 or 9 – Speaks English with no difficulty; speech is fluent; responds in complete grammatical sentences.

Subtest 3 — Elicited Imitation (Form A)

Instructions

- This subtest consists of a series of sentences. The examinee is asked to repeat each sentence.
- Answer any questions the examinee asks *only* for the sample item.
- When the practice procedure is *successfully* completed, continue with the set of items.
- Read each sentence once. Have the examinee repeat the sentence. Each item may be repeated once if requested.
- *Important:* Items (questions) must be read exactly as written; they must not be translated or explained in the native language. Also, the examinee should receive no prompting in the native language. Only the instructions may be given in the native language.
- *Important:* Discontinue administering this subtest if the examinee misses as many as 4 of the first 5 items or as many as 6 of the first 8 items.
- *Important:* Stop the testing session, do not administer Subtest 4 if both Subtest 1 and 3 have been discontinued for examinee.
- *Important:* Responses for this subtest must be scored immediately following each item.

Score each response on the Personal Score Record *as the examinee responds.* Scoring criteria:

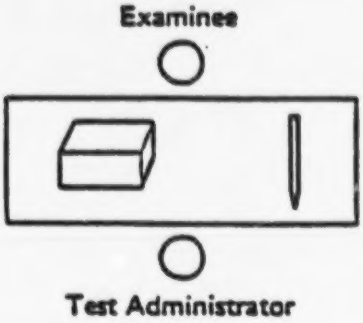
1 – Perfect meaning or imperfect response that retains meaning

0 – Meaning lost, unintelligible, no response

Subtest 4 — Imperatives (Form A)

Instructions

- In this subtest the examinee will be asked to perform a series of actions.
- Prior to the subtest prepare the materials using the following layout:
  1 Put the pencil on one side of the table.
  2 Put the box containing the three (3) cups and three (3) plates on the other side of the table. Make sure that *only* the objects for Form A (cups and plates) are in the box.



- Answer any questions the examinee asks.
- When the practice procedure is *successfully* completed, continue with the set of items.
- Read each sentence once. Each item may be repeated once, if requested.
- *Important:* For all items that are marked with an asterisk (*), if the examinee responds incorrectly or does not respond, score appropriately then arrange the objects (cups and plates) correctly. Care should be taken not to embarrass or inhibit the examinee. For example, after an incorrect response, arrange the objects correctly, saying, "Now let's try another one."
- *Important:* Items (questions) must be read exactly as written; they must not be translated or explained in the native language. Also, the examinee should receive no prompting in the native language. Only the instructions may be given in the native language.
- *Important:* Responses for this subtest must be scored immediately following each item.
- *Important:* Discontinue this subtest if examinee misses as many as 4 of the first 5 items.
- *Score each response on the scoring sheet as the examinee responds.* Scoring criteria:

  Y — Correct response

  N — Incorrect response

  Φ — No response

READ TO EXAMINEE

(Give the following instructions in the examinee's native language.)

My name is _____*(test administrator's name)*__________ .

I am going to ask you some questions in English. Please answer in a complete sentence in English.

I will ask each question once. If you want me to repeat the question, tell me. I will repeat the question if you ask me.

If you do not understand the question, tell me and we will go to the next question.

Remember, answer in complete sentences in English.

Do you understand what you have to do?

(*Wait for examinee's response.*)

(*Repeat instructions if necessary.*)

Remember: All items must be read in English exactly as written and the examinee is to respond in English.

1 What is your name?
2 Where do you live?
3 How long have you lived (there?) (here?)
4 At about what time did you get here today?
5 How did you get here?

(*Discontinue if examinee has missed 4 items or more.*)

6 What kind of job training do you want?
7 When could you start training?
8 How many hours a week could you come to school?

(*Discontinue if examinee has missed 6 items or more.*)

(Give the following instructions in the examinee's native language.)

Now, I am going to show you some pictures that tell a story and will ask some questions about them.

(Repeat instructions if necessary)

Bilingual Vocational Oral Proficiency Test - Administrator's Manual. Resource Development Institute, Melton Peninsula. 1979.

READ TO EXAMINEE

(Give the following instructions in the examinee's native language.)

In this section, I'm going to read some sentences. You will repeat each sentence. Please wait until I finish each sentence before you repeat it. If you ask, I will read the sentence again. Let's practice first.

(Repeat instructions if necessary.)

Remember: All items must be read in English exactly as written and the examinee is to respond in English.

- o Fix it.
- o Check your tools.
- o Put it here.
- o You have to use it.

Do you understand what you have to do?

(Wait for examinee's response.)

I cannot answer any questions after we begin.

Let's begin.

1 Get that brush over there.
2 No, not that one.
3 Be careful not to drop it
4 Those boards are too long.
5 Cut them shorter so they will fit.

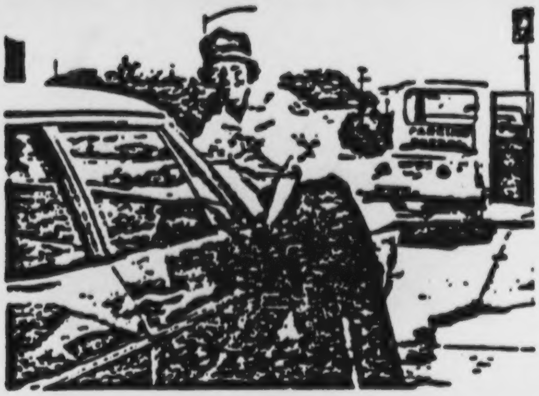
(Discontinue if examinee has missed 4 items or more.)

6 Use this saw to cut the boards.
7 He just finished painting the door.
8 The paint on the door is still wet.

(Discontinue if examinee has missed 6 items or more.)

9 Put a "Wet Paint" sign on the door.
10 Don't burn yourself on the oven.

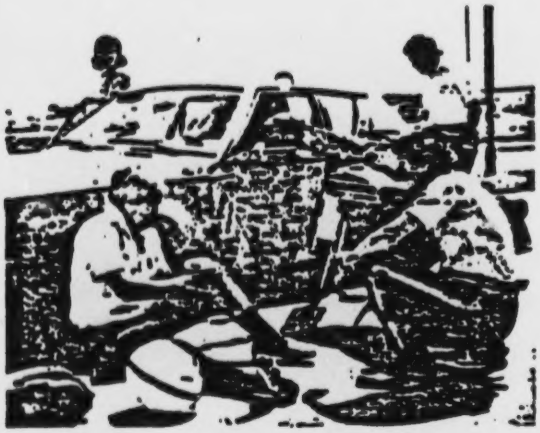
Bilingual Vocational Oral Proficiency Test - Administrator's Manual. Resource Development Institute, Melton Peninsula. 1979.



O-9

(*Point to photograph: Police Series A8*)

- What is this woman doing?
- Why is she putting a ticket on the car?
- (*Point to parking patrol vehicle*) What does the woman use this for?



(*Point to photograph: Police Series A9*)

- What happened in this picture?
- Why is the man holding his knee?
- What is the policeman asking the men?
- Where do the police need to take the man?

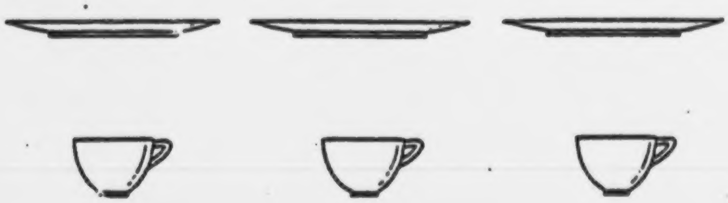
Bilingual Vocational Oral Proficiency Test-Administrator's Manual. Resource Development Institute, Meiton Peninsula. 1979.

O-10

6 Point to the cup at the end of the row.

★7 Make a row of plates under the row of cups.

(Make sure that cups and plates are in two parallel rows with the plates nearest the examinee.)



8 Point to the plate below the cup on your left.

9 Show me the cup above the plate on your left and put the cup back.

10 Put the middle cup inside the box.

11 Put a plate between the cups.

12 Point to the plate below the right cup.

13 Take the cup from the box and place the cup on the middle plate.

14 Put a cup on top of each plate.

(Make sure that the pairs are in a row.)

15 Take the middle plate and the cup to your left and hand both of them to me.

(Keep the cup and plate.)

16 Take the plate on the left and the cup on your right and hand both of them to me.

(Keep the cup and plate.)

17 Place the last cup and plate inside the box.

18 Remove the cup and plate from the box and place them on the table.

(Place the cups and plates you have on the table.)

19 Put the cups in the box one at a time and put the box beside you.

20 Give me the box and one of the plates.

Bilingual Vocational Oral Proficiency Test - Administrator's Manual. Resource Development Institute, Melton Peninsula. 1979.

READAND ANSWER

OIL CHANGE STEPS

1. Raise and support the car.
2. Put a drain pan under the engine.
3. Find the drain plug on the engine oil pan.
4. Use socket wrench or box wrench to loosen the drain plug by turning it counter clockwise.
5. Put the pan under the plug and remove plug.

NOTE: Be careful. Hot engine oil can cause severe burns.

6. After draining the oil, install the drain plug, dispose of the waste oil.
7. Lower the car.
8. Fill the crankcase with the proper amount of oil.
9. Run the engine and check for leaks.

1. Protect your hands from burns when draining ____________ oil.
   a) dirty b) hot c) cold d) expensive

2. Two wrenches that perform the same job are a socket wrench and a ________ .
   a) pan wrench b) box wrench c) pulmber's wrench d) oil wrench

3. Used oil should be ________________________ .
   a) re used b) disposed of c) filtered d) saved

4. Fill the crankcase with _______________ of oil.
   a) 4 quarts b) 5 quarts c) 6 quarts d) the correct amount

5. The oil will ____________ if the drain plug is not put back in.
   a) get hot b) get thick c) level d) leak out

EXERCISE 2: TROUBLESHOOTING

(Listen) Troubleshooting

In oxyacetylene welding the torch sometimes starts to snap or pop while welding. It may even go out. When this happens, the flame may be backfiring. Backfiring is caused by touching the tip against the work, overheating the tip, or using incorrect pressures. Another problem is flashback. When this happens, there is a shrill his or squeal. If either a backfire or a flashback happens, stop the welding, shut off the valves, and make the necessary corrections.

(Answer-Choice)

1. When the flame snaps or pops, it is ____________________

   a) lighting b) backing c) backfiring d) firing

2. This can happen when the ____________________ touches the work.

   a) flame b) tip c) metal d) welder

3. This can also happen when the ____________________ are used.

   a) correct pressures b) incorrect pressures c) pressures d) pressure regulators

4. A shrill hiss or squeal signals a ____________________

   a) backfire b) flash c) flashback d) backflash

5. If either happens, the welder should ____________________

   a) run b) keep going c) yell for help d) stop

ADMINISTRATION AND SCORING

Administrative Procedures:

Introduce the test. "You are going to take a reading test. This passage is about the rules and procedures at a factory. Read the passage and guess what words fit in the blanks. Write the words. You have 30 minutes to complete the test."

This test can also be given in an individual or group setting.

Scoring

Evaluate the words in the passage. Accept the correct words or any synonyms which make sense.

0-44% - Correct	Material is too hard. Simplified reading materials need to be developed. and used for reading instruction.
44-53% - Correct	Material can be read but only with instruction. Client needs practice in reading materials written at this level.
53% - Correct	Material is adequate for independent reading. Client can read such materials in an individualized setting.

Northwest Educational Cooperative, L. Mrowicki. 1985.

O-14

COMPANY PROCEDURES
READ THE PASSAGE AND FILL-IN THE BLANKS

Attendance and Tardiness

Every time you are absent or late, work is delayed, interrupted, or slowed down. Persons with irregular attendance ____________ cannot be relied upon, ______________ they will not be ______ ________ or given the chance _________ work overtime. They _____________ be the first to _________ laid-off and may be _________________________.

All absences should be ____________ in advance with your ____________ .
In case of illness _______ emergency, you must call __________ supervisor
within one-half hour _______________ your shift begins.

Smoking

Smoking ____________ be permitted only in the ______________, snack area, and office ________________ the plant.

An employee _____________ in unauthorized areas will __________ subject to disciplinary procedure. _______________ smoking privileges are abused _______________ designated areas, they may _________ closed off to smoking.

Employee Safety

Section three _________ this handbook concerns specific ___________ rules and regulations. Since _______________ and accident prevention are ______________________________ we want to remind ______ of four of the _________ important general safety rules:

* _____________ do anything which looks ___________ it may be unsafe_____________ yourself or others;

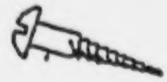
* Don't ________ any machinery or equipment ___________ may be malfunctioning or _____ you don't understand.

* Report ____________ accident or injury to your _________ immediately.

* Report any condition _____________ procedure which may be ____________________ to your supervisor.

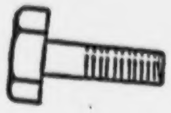
IF YOU ________________ YOURSELF WHILE WORKING, YOU __________ TELL YOUR SUPERVISOR IMMEDIATELY. THE INSURANCE WILL NOT ACCEPT OR PAY FOR DELAYED CLAIMS.

Northwest Educational Cooperative, L. Mrowicki. 1985.



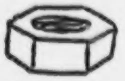
____12.

A. a bolt
B. a nail
C. a nut
D. a screw



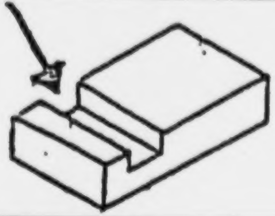
____13.

A. a bolt
B. a screw
C. a nut
D. a nail



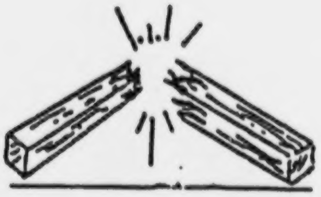
____14.

A. a bolt
B. a nail
C. a nut
D. a slot



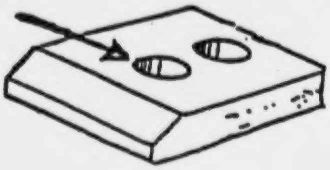
____15.

A. a slot
B. a hole
C. a curve
D. a dent



____16:

A. even
B. dented
C. smooth
D. broken



____17.

A. a groove
B. a hole
C. a dent
D. a slot

NATIVE LANGUAGE ASSESSMENT

Since some support services as well as instructional and testing materials may be provided in the student's native language, it is also important to determine how proficient or literate a student is in the student's home language. Unfortunately, formal instruments are not available for all languages. If a formal test is unavailable or impractical, given the purpose for which the information is sought, informal strategies such as structured interviews, writing samples, Cloze exercises, and short reading comprehension tests can yield basic information.

As a starting point, answers to the following questions will yield some clues as to native language proficiency:

* How many years of formalized schooling has the student completed in the native language?

* What is the level of educational attainment of the student's parents?

* Does the student read materials written in the student's native language? What type?

* Does the student have any training or work experience in the native language?

It will be necessary to recruit the assistance of an adult or older student who is proficient in the target language and can communicate in English. It is not recommended that the student's relatives conduct the assessment because their evaluations are often too subjective.

Vocational Assessment of Secondary Special Needs Students
Illinois State Board of Education. 1989

BASIC SKILLS
LANGUAGE
(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS	REPORTING OF SCORES: Percentile	REPORTING OF SCORES: Proficiency Level	REPORTING OF SCORES: Raw Score	ADDITIONAL INFORMATION
Basic English Skills Test (BEST)	High School to Adults	X	X	15-25 minutes	X		X	X	Literacy Section can be group administered. The remainder of test must be administered individually.
Basic Inventory of Natural Language (BINL)	Grades K-12		X	10-15 minutes	X	X		X	Available for assessing English and native language proficiency. Computer scoring available for 19 languages
Bilingual Oral Language Tests (BOLT)	Grades 4-12		X	7 minutes	X			X	Available in Spanish
Bilingual Vocational Oral Proficiency Test (BVOP)	High School to Adults		X	45 minutes	X		X	X	Specifically designed for vocational placement screening. Appropriate for low proficiency only
Comprehensive English Language Test (CELT)	High School to Adults	X	X	3 test sections 30-45 minutes each	X	X		X	For intermediate to advanced LEP students. Requires literacy in English
English As A Second Language Oral Assessment	High School to Adults		X	3-15 minutes	X		X	X	

BASIC SKILLS

LANGUAGE

(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS	REPORTING OF SCORES: Percentile	REPORTING OF SCORES: Proficiency Level	REPORTING OF SCORES: Raw Score	ADDITIONAL INFORMATION
English Language Skills Assessment in a Reading Context (ELSA)	High School to Adult	X	X	30 minutes	X			X	Provides a form for each of five proficiency levels.
Ilyin Oral Interview	Grades 7 to Adult		X	5-30 minutes	X		X	X	
Language Assessment Battery (LAB)	Level 1: K-2 Level 2: 3-5 Level 3: 6-8 Level 4: 9-12	X	X	4 subtests 8-28 minutes each	X	X		X	Assesses English and Spanish proficiency. Available in Spanish Requires literacy
Language Assessment Scales (LAS)	Level 1: K-5 Level 2: 6-12		X	20 minutes	X		X	X	Assesses English and Spanish proficiency
Michigan Test of English Language Proficiency	High School to Adult	X	X	75 minutes	X			X	Equates scores to college placement Requires literacy Designed for use with intermediate and advanced LEP student
Secondary [illegible]l English Proficiency Test (SLE[illegible]	Grades 7-12	X	X	2 subtests 45 minutes each	[illegible]			X	Requires literacy

BASIC SKILLS
LANGUAGE
(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENCY (LEP) STUDENTS	REPORTING OF SCORES			ADDITIONAL INFORMATION
						Percentile	Proficiency Level	Raw Score	
Woodcock Language Proficiency ry	Ages 3-Adult		X	40-45 minutes	X	X		X	Assesses English and Spanish proficiency

H-3

Appendix D

LANGUAGE PROFICIENCY DESCRIPTIONS

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

ulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understand too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

(PEACE CORP Interview Rating Scale)

Assessment of Language Minority Students: A Handbook for Educators,
Illinois Research Center 1985.

NAME OF ACTIVITY: Measuring Achievement

OBJECTIVES - Participants will be able to:
1) Name 3 areas achievement testing can measure.
2) Describe 3 methods of adapting testing strategies for the LEP.

TIME	GROUP SIZE	PHYSICAL SETTING	EQUIPMENT
40 Min.	10-15	Theatre or small tables	Overhead Projector

MATERIALS:

- Polish Auto Mechanics Test, H-1
- Achievement Testing Options, O-1
- Sample Machine Tool Tests, O-2, 3
- Automotive Helper's Course Competencies, O-4,O-5
- Data Entry VESL Competencies, O-6
- VESL Competency Checklist: Data Entry, O-7
- Adapting/Selecting Testing Strategies, O-8
- Adapting Testing Strategies, TR-1

PROCEDURE/SUGGESTED ACTIVITIES:

- Pass out H-1, and ask participants to take the test. After a couple of minutes, ask them why they couldn't take the test. Give translation of a few test items. Now ask what the barrier is.

- Summarize potential barriers (language, content, familiarity with test format, time constraints) for test taking for LEP students.

- Discuss what achievement tests measure and reasons for testing, O-1.

- Elicit type of test they use in their class. Show O-2, 3 and ask which test type is harder for the LEP and why. Stress that each test measures the same knowledge level. Discuss how a translated test also measures the same content.

- Ask participants if they use any pre-post testing, and if so, which type/name of test. Discuss advantages and disadvantages of pre-post testing the LEP for language and/or content. Caution participants about over-testing LEP students who have limited educational experience or without fully explaining test purpose.

- Discuss competency testing (ongoing, performance/demonstration, rating scales.) Show samples O-4, 5, 6, 7,8.

- Show O-8 and summarize difficulty level of testing strategies.

- Elicit other strategies for helping LEP students with test-taking, TR-1.

FOR ADDITIONAL INFORMATION:

Cordova, R., and Phelps, L.A (1982). Identification and Assessment of Limited English Proficient Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources. Macomb, IL: Curriculum Publications Clearinghouse, Western Illinois University.

Hayes, P., McCarty-Warren, T., and Lopez-Valadez, J. (1988). Vocational Assessment of Secondary Special Needs Students. Macomb, IL: Curriculum Publications Clearinghouse, Western Illinois University.

Feldman, M.A. and Foreman, R.B. (1986). A Guide for Planning Instruction for Bilingual Vocational Training Projects. Washington, D.C: Office of Vocational and Adult Education, U.S. Department of Education.

H-1

IMIE, NAZWISKO ______________________________ DATA ____________

WYBIERZ JEDNA PRAWIDLOWA, NAJLEPSZA, LUB NAJBARDZIEJ PRAWDOPODOBNA ODPOWIEDZ. Z TRZECH ODPOWIEDZI, A,B,C, ZAKRESL KWADRAT WSKAZUJACY WYBRANA ODPOWIEDZ.

1. Samochod jest zlozony z nastepujacych czesci; 1
   (A) podwozie, nadwozie, gaznik, kierownica.
   (B) silnik, podwozie, mechanizm, napedowy, kola.
   (C) silnik, podwozie, mechanizm, napedowy, nadwozie
2. Jeden milimetr rowna sie; 2
   (A) 0.62 mili
   (B) 0.039 cala
   (C) 3281 stop
3. 2 typy pierscieniow sprezynujacych (,snap rings') sa; 3
   (A) wewnetrzne 1 zewnetrzne
   (B) pionowe i poziome
   (C) samozaciskajace sie i niezaciskajace sie
4. Zawory wdechowe i wydechowe (,Intake and exaust valves') sa zamykane przez: 4
   (A) tloki na wale krzywkowym (,lobes on the camshaft')
   (B) sprezyny zaworowe (,valve springs')
   (C) walu korbowym (,crankshaft')

W cztero-suwnym silniku, iskra w cylindrze powstaje; 5
   (A) po kazdym obrocie walu korbowego
   (B) co drugi obrot walu korbowego
   (C) co czwarty obrot walu korbowego

6. Karter (,crankcase') sie sklada z; 6
   (A) miski olejowej i dolnej czesci bloku cylindrowego
   (B) walu korbowego i miski olejowej
   (C) pompy olejowej i miski olejowej
7. Stuk tloka (,piston slap') jest spowodowany przez 7
   (A) zuzycie nadmierne scian tlokow i cylindrow
   (B) benzyna niskooktanowa
   (C) przyspieszona regulacja zaplonu
8. Co dwa obroty walu korbowego, wal krzywkowy obraca sie; 8
   (A) jednym razem
   (B) dwa razy
   (C) cztery razy
9. Ktora substancja zapobiegajaca zamarzaniu (,anti-freeze') jest najczesciej uzywana; 9
   (A) etelyn (,ethylene glycol')
   (B) alkohol
   (C) woda z olejem
10. Gdy ostatki mieszaniny powietrza z paliwem w komorze spalania (combustion chamber) wybucha przed zapalaniem sie przez iskry od swiecy, ten stan sie nazywa; 10
   (A) detonacja
   (B) przedwczesny zaplon
   (C) odparowywanie

Answer Sheet

Name: ______________________ Date ____________

Select the one correct, best, or most probable answer to each question. Blacken the letter indicating this answer in the box to the right.

1 The four components that make up the automobile are (A) chassis, car body, carburetor, steering wheel (B) engine, chassis, power train, wheels (C) engine, chassis, power train, car body	1	A B C
2 The first thing to do in case of an accident in the school shop is to (A) notify your instructor immediately (B) call the police (C) send for the school nurse	2	A B C
3 Automobile specifications are set by the (A) automobile manufacturer (B) American Automobile Association (C) federal government	3	A B C
4 One millimeter is equal to (A) 0.62 miles (B) 0.039 inch (C) 3281 feet	4	A B C
5 A wire feeler gauge is used to check (A) bearing clearance (B) spark-plug gap (C) engine speed	5	A B C
6 The two types of snap rings are (A) internal and external (B) vertical and horizontal (C) self-locking and loose	6	A B C
7 A broken stud is removed with (A) a Heli-Coil (B) an Ezy-Out (C) a tap	7	A B C
8 The intake and exhaust valves are closed by (A) lobes on the camshaft (B) valve springs (C) the crankshaft	8	A B C
9 A mechanic referring to an engine as a "350" usually means that the engine (A) has a displacement of 350 cubic inches (B) produces 350 horsepower (C) weighs 350 pounds	9	A B C
10 In a four-cycle engine, a power stroke occurs every (A) crankshaft revolution (B) other crankshaft revolution (C) fourth crankshaft revolution	10	A B C
11 The crankcase is formed by the (A) oil pan and the lower part of the cylinder block (B) crankshaft and the oil pan (C) oil pump and the oil pan	11	A B C
12 The oil clearance between the main bearing and the crankshaft journal is about (A) 0.005 inch [0.13 mm] (B) 0.0005 inch [0.01 mm] (C) 0.001 inch [0.03 mm]	12	A B C
13 Piston slap is caused by (A) excessive wear of the piston and cylinder walls (B) low-octane gasoline (C) overadvanced ignition timing	13	A B C
14 For every two revolutions of the crankshaft, the camshaft turns (A) one revolution (B) two revolutions (C) four revolutions	14	A B C
15 The oil used in a 1978 car engine should have a service rating of (A) SA (B) SC (C) SE	15	A B C

O-1

ACHIEVEMENT TESTING OPTIONS

1. MEASURE KNOWLEDGE IN SPECIFIC AREA
    - TEACHER DEVELOPED TESTS
    - STANDARDIZED TESTS
2. MEASURE GROWTH WITH A PRE-POST TEST
3. MEASURE ACTUAL COMPETENCE
    - PERFORMANCE TESTS
    - ONGOING COMPETENCY CHECKLISTS

SAMPLE MACHINE TOOL TEST

FORM A

1. What is drilling?

2. What is turning?

3. What is grinding?

4. What is milling?

FORM B

1.__________ is the operation in which the work is held and fed into a rotating multi-tooth cutter that removes material.

2.________ is the operation in which the work is held and rotated while being shaped by a cutting tool that is fed against the work.

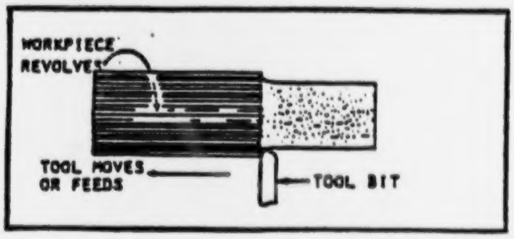
3._________ is the operation that rotates a cutting tool into a stationary workpiece with sufficient pressure to cause the cutting tool to penetrate the material.

4.________ is the operation that removes material by rotating an abrasive wheel against the work.

Kelly 4/81

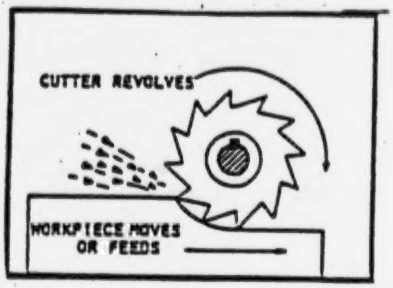
Choose the correct answer. Write the letter of the correct answer next to the number of each question.

_________ 1. This machine operation is _________


WORKPIECE REVOLVES
TOOL MOVES OR FEEDS
TOOL BIT

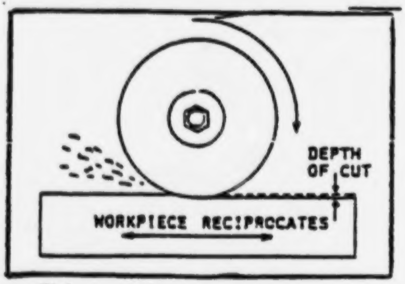
A. "drilling"
B. "sawing"
C. "turning"
D. "milling"
E. "grinding"

_________ 2. This machine operation is _________


CUTTER REVOLVES
WORKPIECE MOVES OR FEEDS

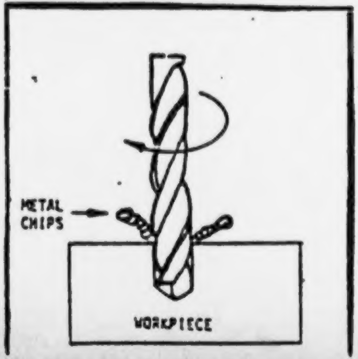
A. "drilling"
B. "sawing"
C. "turning"
D. "milling"
E. "grinding"

_________ 3. This machine operation is _________


DEPTH OF CUT
WORKPIECE RECIPROCATES

A. "drilling"
B. "sawing"
C. "turning"
D. "milling"
E. "grinding"

_________ 4. This machine operation is _________


METAL CHIPS
WORKPIECE

A. "drilling"
B. "sawing"
C. "turning"
D. "milling"
E. "grinding"

O-4

AUTO MECHANIC'S HELPER COURSE COMPETENCIES

Rating Scale:

4 - Skilled -- can work independently (no supervision)
3 - Moderately skilled -- can perform job completely with limited supervision
2 - Limted skill -- requires instruction and close supervision
1 - No exposure/No experience or knowledge in this area

	4	3	2	1
A. SHOP SAFETY 1. Demonstrate personal safety on job.				
2. Use protective and appropriate clothing (shoes, goggles, etc.).				
3. Recognize and eliminate hazardous conditions to avoid accidents.				
4. Use chemicals and cleaners safely.				
B. CARE AND USE OF HAND TOOLS				
1. Identify hand tools by name.				
2. Identify hand tools by purpose(use).				
3. Use hand tools safely.				
C. CARE AND USE OF MECHANICAL EQUIPMENT				
1. Identify mechanical equipment by name.				
2. Identify mechanical equipment by purpose.				
3. Use mechanical equipment properly and safely.				
D. SERVICE AND PROCEDURES				
1. Use a flat rate manual.				
2. Use a service manual.				
3. Fill out a shop ticket.				
4. Look up parts in parts book.				

Source: BVT Program Curriculum Material, Automotive Quick Service, Paul R. Rodriquez

O-5

AUTO MECHANIC'S HELPER COURSE COMPETENCIES

E. BRAKES

	4	3	2	1
1. Identify all moving parts of brake system.				
2. Differentiate between disc and drum brake systems.				
3. Inspect brake system.				
4. Use chemicals and cleaners safely.				
5. Rebuild wheel cylinder.				
6. Repack wheel bearings.				
7. Replace oil seals.				
8. Remove and replace brake pads and shoes.				
9. Turn drums and rotars on lathe.				
10. Adjust and bleed brake system.				

Source: BVT Program Curriculum Material, Automotive Quick Service, Paul R. Rodriquez

O-6

DATA ENTRY VESL COMPETENCIES

			4	3	2	1	0
I.	ORIENTATION						
	1.	Introduce oneself/state background.					
	2.	Ask information questions.					
	3.	Ask for clarification.					
II.	TELEPHONING						
	1.	Answer phone in office setting.					
	2.	Give and take a phone message.					
	3.	Transfer a call.					
	4.	Report a message.					
	5.	Telephone manners.					
	6.	Reacting to information.					
	7.	Terminating the call.					
	8.	Call for information about a job opening.					
	9.	Call to request a job application.					
	10.	Call to make an appointment for an interview.					
	11.	Ask for clarification of/confirm information in telephone calls.					
	12.	Follow up an interview by phone.					
	13.	Understand recorded telephone message on local job hot lines.					
III.	ALPHABETIZING/FILING/ABBREVIATIONS/ SPELLING						
	1.	Alphabetize vocabulary words.					
	2.	Index names.					
	3.	Learn state, territory, street names.					
	4.	Learn to spell American names.					
	5.	Learn to spell terminology/words.					
IV.	SOCIALIZING ON THE JOB						
	1.	Greet a supervisor, co-worker.					
	2.	Roleplay a social conversation in English with a supervisor/co-worker.					
	3.	Compare job and countries.					

Source: Arizona BVT, Maricopa Technical Community College
Quick Service Mechanic Program VESL Curriculum
Prepared by: Gail F. Shay and Denise Parker

NAME ______________________ SESSION ______________________

VESL COMPETENCY CHECKLIST: DATA ENTRY

Rating Scale:

4 - Skilled - uses English appropriately without prompting or assistance; is easily understood - almost always uses correct grammar, spelling, and pronunciation.

3 - Moderately skilled - uses English appropriately, but may require occasional prompting or assistance; usually easy to understand - good control of grammar, spelling, and pronunciation.

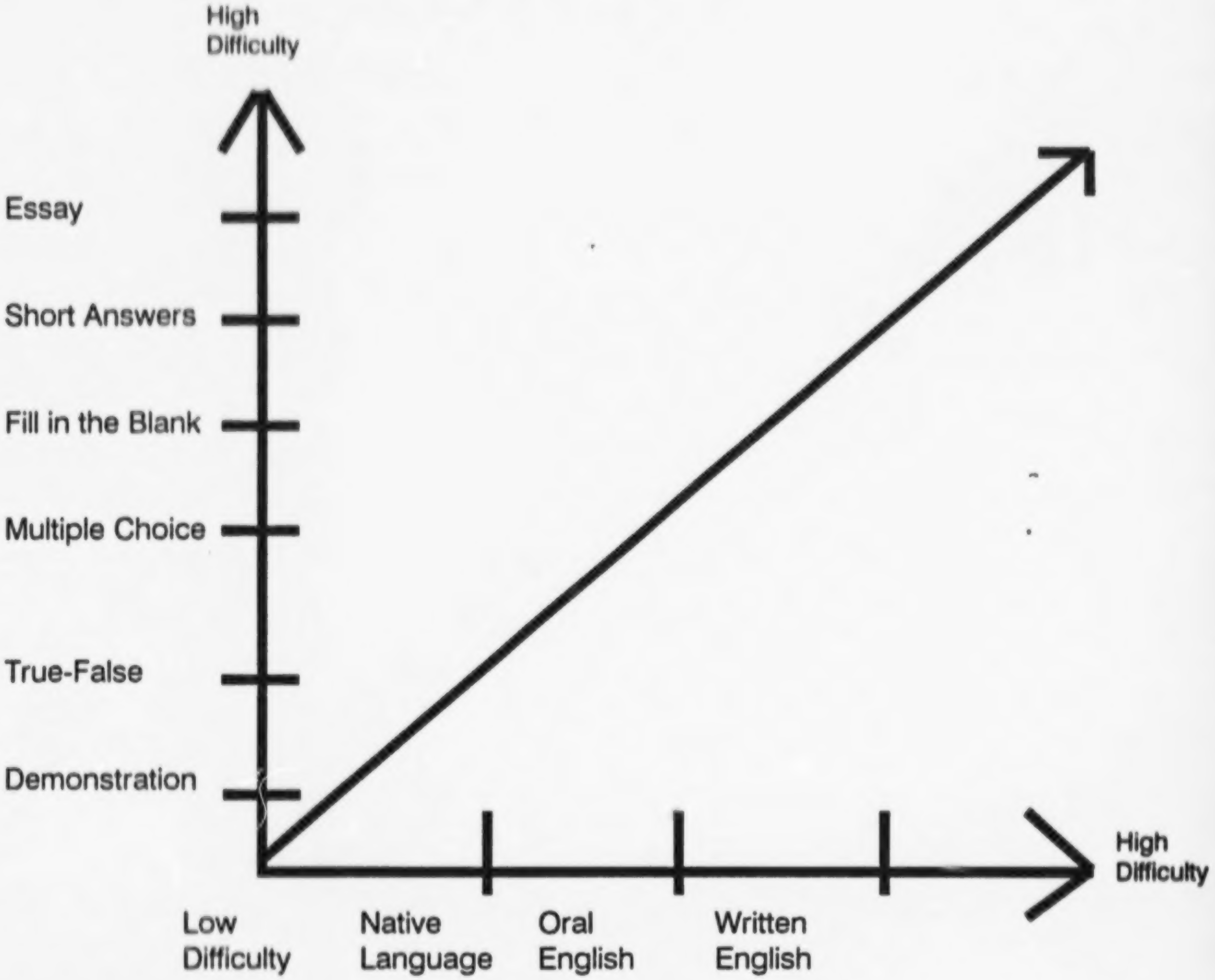
3 - Acceptable skill - uses English in a generally appropriate manner; requires some prompting or assistance; can be understood, but may take some effort - mistakes in grammar, spelling, and pronunciation do not usually inhibit ability to be understood; mistakes may be numerous.

1 - Limited skill - has difficulty using English appropriately; often requires prompting or assistance; often difficult to understand - does not control grammar, spelling, or pronunciation; mistakes inhibit ability to be understood.

0 - No skill/experience in this area - cannot use English appropriately; does not respond to prompting or assistance; extremely difficult or impossible to understand - pronunciation may be almost incomprehensible. Use this rating when student has not attended corresponding classes and has not made up work.

Source: Arizona BVT, Maricopa Technical Community College
Quick Service Mechanic Program VESL Curriculum
Prepared by: Gail F. Shay and Denise Parker

ADAPTING/SELECTING TESTING STRATEGIES


High
Difficulty
Essay
Short Answers
Fill in the Blank
Multiple Choice
True-False
Demonstration
Low
Difficulty
Native
Language
Oral
English
Written
English
High
Difficulty

Other Suggestions:

1) Provide exercises and practice using test format to teach test-taking skills.
2) Eliminate time constraints.
3) Provide frequent check points prior to test.
4) Clarify your expectations.
5) Allow for retesting.

ADAPTING TESTING STRATEGIES

Other suggestions to keep in mind in preparing students or administering tests are:

- Provide frequent checkpoints prior to test.
- Inform students of evaluation measure, especially as it relates to technical language. Will the student need to identify an object, name the object, describe the object and its uses, use the object?
- Provide exercises and reinforcement activities using test formats to teach test-taking skills.
- Eliminate time constraints. If extensive reading or essay writing is required, divide test in two. LEP students need more time to read a test and to develop a written response.
- Allow the use of a bilingual dictionary. Most of these resources do not include technical terms nor enough information to answer questions related to procedures, processes or concepts.

CROSS CULTURAL COMMUNICATION MODULE

NAME OF ACTIVITY: Outside Visitors

OBJECTIVES - Participants will be able to:

1) Increase awareness of cross-cultural communication problems.
2) Increase awareness of cultural rules and patterns.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
45-60 Min.	10-15	A room large enough to allow participants to move around freely. Banquet style set-up.	Flip Chart

MATERIALS:

- Trainer's Notes, TR-1

PROCEDURE/SUGGESTED ACTIVITIES:

- Request 2 to 3 male and the same number of female volunteers from the group to leave the room briefly and return as a team of "outside visitors" invited into the host culture to observe and study the culture.
  (In a large group of more than 15, you may select several teams to work simultaneously.)

- While the "outside visitors" are outside the room, instruct the remaining participants in the three rules of their host culture.
  1) They may ONLY respond yes or no to any questions.
  2) Men may ONLY respond to men, and women to women. They are to walk away and ignore questions from the opposite sex.
  3) If the "outside visitor" is smiling when asking the question, the same sex participants will answer "yes" but if she is not smiling, the answer will be "no".

  Participants are also instructed to take mental notes of the "outside visitors" behaviors and reactions.

- When the "outside visitors" return, you must instruct them about the first rule, that all their questions must be answered yes or no, to give the visitor a clue about the host culture's rules.

- The visitors are then instructed to freely roam the room to observe and ask as many yes/no questions as possible. They are to speak loud enough so that all participants can hear. They can also take notes while gathering the data.

- After 10-15 minutes, ask the outside visiting team to gather in a far corner of the room to formulate their observations and report about the host culture on newsprint.

PROCEDURE/SUGGESTED ACTIVITES: (cont.)

- The host culture members are asked to form small groups of 5 to 7 to write down their observations of the outside visitors' behaviors and reactions on newsprint.
- After 10 minutes of small group discussion, ask the "outside visitors" to share their observations and report. When this is completed, thank them and lead a round of applause for their contribution.
- The host culture teams are asked to reveal the other two rules and share their observations.
- A debriefing follows as a wrap-up.
- The facilitator debriefs and summarizes the activity.

FOR ADDITIONAL INFORMATION:

See TR-2, TR-3, TR-4 in training activity "Cartoons and Culture."

Bennett, C.L. (1986). Comprehensive Multicultural Education: Theory and Practice. Boston, MA: Allyn & Bacon, Inc.

Gaston, J. (1984). Cultural Awareness Teaching Techniques. Brattleborro, VT: Pro Lingua Associates.

TRAINER'S NOTES

The following notes are provided to assist the facilitator in debriefing this session:

. The "Outside Visitors" typically generated an elegant interpretation of their data based on yes/no questions, an explicit rule. They fail to detect the more implicit cultural rules, taken for granted by the host-culture, which can cause miscommunication. This is generalizable to LEP students coming into a new culture, a new learning environment.

. The facilitator should direct questions to the "Outside Visitors" which get at the affective as well as the cognitive domain, e.g.:

- How did you feel during the observation/data collection phase of the assignment? Why?
- Did you feel that you are communicating effectively with the host culture? Why? Why not?
- How did you prepare for the observation?
- What assumptions did you make prior and after the visit about the host culture? Were these assumptions accurate?
- How does this activity relate to the LEP students' experiences?

NAME OF ACTIVITY: Speaking Without Speaking

OBJECTIVES - Participants will be able to:
1) Demonstrate how non-verbal behaviors across cultures affect meaning and impede communication among different cultures.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
60 min.	Two equal size groups of 3-10 persons each.	A room large enough to allow for some separation between the two groups.	Flip Chart or Blackboard

MATERIALS:
* Contrastive Patterns in Non-Verbal Communication Among Different Cultures, TR-1
* Non-Verbal Interaction, TR-2

PROCEDURE/SUGGESTED ACTIVITIES:

* Announce to participants that this session will deal with culture or even with communication, but do not mention its focus on non-verbal behavior, least the impact of the exercise be reduced. Ask the participants to split into two groups of equal size, A's and B's, who then assemble at opposite ends of the room.

* Go over to the A group and explain in a confidential voice that they are to choose a partner from the B group and engage in conversation. The subject of the conversation is not too important; it may be differences the partners may have noticed in the treatment of women in other culutres, different attitudes toward work and professional life, or some of the problems that interfere with good communication. It is essential, however, that during the conversation, each "A" will sit or stand about 4 inches closer to "B" than she/he normally would. All other behavior should be normal--even the voice should be at the normal pitch.

* Join the B group, telling them in a confidential voice that they are to discuss the chosen subject with one member of the A group, and that the A's will come over to select them shortly.

* Next, ask the partners to meet and go to separate parts of the room, relax, and exchange views on the chosen subject. They should not go out of sight of the facilitator.

PROCEDURE/SUGGESTED ACTIVITIES: (cont.)

- After about five minutes, apologize for breaking into the conversation and ask the A's and B's to return to their respective groups. Join the B group this time and say in a low voice, "Without looking back at your partner, each of you tell the others in this group, as best you can, what your partner A looked like. For example, did he/she wear glasses or not? Moustache? Complexion? What kind of clothes? Neat or sloppy? Long or short hair?" Each is asked to share with his/her group whatever details he/she can recall.

- Meanwhile, return to the A group. Ask them the same questions about what they can recall about their partners' appearance. Give a few minutes for them to begin to share recollections but then apologize and break in.

- Tell the A group that you next want them to engage in a second conversation with their partners. Another subject is assigned to them to discuss. This time the A's are told to avoid looking directly into their partners' faces; look anywhere that seems natural except their faces. All other behaviors should be normal.

- Ask the participants to rejoin their partners and discuss a new subject. After five minutes again interrupt and ask them to gather, this time as a single group. Ask for volunteers to describe how they felt during your exchange. "Did you somehow feel strange?" A brief discussion, about ten minutes, should be encouraged. Finally, admit to everyone the instructions that you had been giving the A group and offer a short lecture concerning the significance of non-verbal communication. (See TR-1 and TR-2.)

- Finally, ask participants to demonstrate examples for a discussion of specific differences in non-verbal behavior which they have noticed among themselves and other cultural groups, or offer examples from their own experience with LEP's.

FOR ADDITIONAL INFORMATION:

Damen, L. (1987). Cultural Learning: The Fifth Dimension in the Language Classroom. Reading, MA: Addison-Wesley Publishing Co.

Seelye, H.N. (1984). Teaching Culture: Strategies for Intercultural Communication. Revised edition. Lincolnwood, IL: National Textbook Co.

TR-1

CONTRASTIVE PATTERNS IN NON-VERBAL COMMUNICATION AMONG DIFFERENT CULTURES

OUR CULTURE MOLDS THE WAY WE STRUCTURE EXPERIENCE SO THAT WE INHABIT DIFFERENT SENSORY WORLDS

SPACE

The United States	Other Cultures
1. Personal distance in the USA: Close: 18" to 30" Far: 2' to 4' Intimate distance in the USA: Close: Skin contact Far: 6" to 18"	1. In other cultures, like P.R., the personal distance (close is the USA intimate distance, (far).
2. In the USA, space classified people, your address, the office building you work at, etc.	2. In England, the social system determines who you are: "No matter where he lives, he is still Lord" (p. 138, HD).
3. An American needs his secure place where to work, an office, or at least a desk to call his own.	3. In England, rooms are shared, even in the House of Lords, etc.
4. In the USA, they like their components to be standard and equal.	4. In Japan, there are unequal blocks, rooms, although they have a passion for uniformity.
5. In the USA, small towns are strung out like beads on a necklace along routes that connect principal centers.	5. In France, and other countries in Europe, centers (cities) exist, and from it emerge neighboring villages and roads.
6. When doors are closed in the USA, they mean "privacy", "I want to be alone".	6. In England, Puerto Rico, Arab countries, a person shuts himself inside of himself and in his mind.

THE REAL JOB IS NOT TO UNDERSTAND FOREIGN CULTURE BUT TO UNDERSTAND OUR OWN.

* Taken from The Hidden Dimension and Silent Language by Edward T. Hall, and Kinesics and Context by Ray L. Birdwhistell.

The United States	Other Cultures
7. In the USA, there is an abundance of space in public places; at home, there is much less space, by comparison.	7. In many cultures, there is real crowdedness in public places while ample space at home. In Pto. Rico, there is crowding in both areas.
8. There can be "private" spaces in public spaces. Where you sit to wait is your territory.	8. In some countries, public spaces remain public. You have to fight for your place there all the time.
9. Streets are named but not intersections.	9. Intersections are named in Japan, not streets. Besides each separate corner of the intersection has a different identification.
10. Houses are numbered in numerical order on a street.	10. Homes are numbered in the order they were built.

ONE OF THE MOST EFFECTIVE WAYS TO LEARN ABOUT ONE'S OWN CULTURE IS BY TAKING SERIOUSLY THE CULTURES OF OTHERS.

The United States	Other Cultures
II. Time	
11. Promptness is valued highly in the USA, if people are not prompt, it is often taken as an insult or as an indication that people are not quite responsible.	11. In Latin America and other countries, if someone is too keen about being prompt, he is considered a status seeker, an apple polisher. Hora Americana?

TR-1.2

The United States	Other Cultures
12. People are informed of activities with a week notice at least.	12. Not necessarily so in other cultures. Sometimes minutes are enough.
13. Americans are sticklers for schedules. They structure time very tightly. The agenda for a meeting should be prepared informally before the meeting. The content and limits of a schedule period of time are sacrosanct.	13. Other countries are more relaxed about all this. Russians like to hammer out the agenda at the meeting itself.

THESE THINGS ARE OUT OF AWARENESS BUT WHEN THEY HAPPEN AND CLASH HEAD ON WITH THE PREDOMINANT CULTURE, THEY ARE INTERPRETED AS BOORISH OR INEPT BEHAVIOR, AS WELL AS LACK OF REFINEMENT AND INTEREST.

The United States	Other Cultures
14. Business time is for doing business.	14. In Latin America, where family and relations have precedence over many other things in the culture, business time is also taken for visiting and finding out things, etc.
15. Waiting time in outer office: 5 minutes, cooling time; 45 minutes - insult time.	15. In Latin America (Changing in Pto. Rico), 45 minutes is still cooling time.
16. American culture is monochronic; one thing at a time. Northern Europeans are, too.	16. Many other countries (Latin America) are polychronic. These people tend to keep several operations going on at once, like jugglers. At stores, in business, while talking among themselves...included Southern Europeans.

The United States	Other Cultures
17. The past and tradition play a limited part in American Culture. It is the future that counts, but a foreseeable one, like 5, 10, 15 (at most) years from now.	17. In Iran, the past takes on very great importance. The future seems to have very little reality. In South Asia it may involve centuries.

III. Inter-Personal Relationships

18. American convention prohibits staring at others. But a child must look at his parent (or teacher) straight in the eye when being scolded.	18. Staring is permissible in many cultures. In Southern Europe and in Latin America, men stare at girls. Here, they say "piropos" compliments on the girls looks. But a child must lower his gaze when scolded.

(IF CULTURE IS LEARNED, IT IS CLEAR THAT ONE SHOULD BE ABLE TO TEACH IT)

MAN AS A CULTURAL BEING IS BOUND BY HIDDEN RULES AND IS NOT THE MASTER OF HIS FATE. This IS SO) AS LONG AS HE REMAINS IGNORANT OF THE NATURE OF THE HIDDEN PATHWAYS CULTURE PROVIDES FOR HIM.

19. The United States, together with the Northern European cultures, belongs to the non-contact groups, the expression of emotion is limited.	19. Pto. Rico belongs to the Southern European cultures where touching is culturally accepted. The contact groups.
20. In the USA as well as in Northern European cultures and many oriental groups, the expression of emotion is limited.	20. Southern European cultures and some Latin American groups seem to permit the incredible in this matter of expressing emotion.
21. Americans laugh to express joy, cry to express grief.	21. In Japan, laughter and smiling may also express embarrassment or anger.

TR-1.4

	The United States		Other Cultures
22.	Here, you need not look at a person eye to eye while talking to him, except when a child is being scolded. An American bobs his head or grunts to let you know he understands.	22.	Same in many cultures, but in England, you must stare straight at a person who is talking to you. You blink to let him know you understand.
23.	Americans like being logical and to the point.	23.	In many cultures, this is considered rude and very bad manners. You are supposed to talk around and around a point, if at all. It is better for some things to be left undiscussed.
24.	Americans like to be left alone (physically) once in a while.	24.	Pto. Ricans do not like to be alone. They are always in groups.
25.	Activities like talking, etc. between two persons are just that; between two persons.	25.	In Arab countries and in many Latin American ones, conversations are invitations for everybody to join. Non-existent phrase "Do I interrupt"?

POSSIBLY ONE OF THE MANY REASONS WHY THE CULTURE CONCEPT HAS BEEN RESISTED -- LIKE THAT OF PSYCHOANALYSIS -- IS THAT IT THROWS DOUBTS ON MANY ESTABLISHED BELIEFS.

TR-1.5

FULL ACCEPTANCE OF THE REALITY OF CULTURE WOULD HAVE REVOLUTIONARY CONSEQUENCES.

	The United States		Other Cultures
26.	Americans withdraw or get angry when anxious.	26.	In Japan, people giggle or laugh nervously. In Pto. Rico, too; or they become silent, stare, and remain immovable. Women never snap back or sound sharp under stress. Voice gets softer and softer. Men though, may shout, which they do.
27.	The level of noise in interpersonal activities is rather low.	27.	Noise tolerance is very high in Pto. rico and other Southern European cultures.
28.	In bisexual relationships, touching (slight) is permitted between opposite sexes.	28.	Very little or rather none. Considered offensive unless man is "novio" or "husband".
29.	Smiling at members of opposite sex, permissible.	29.	If a girl smiles too openly and engages in conversation with a stranger in Latin American countries, this is as much as saying "I am available".
30.	Touching not permitted between members of the same sex.	30.	Constant touching permitted among members of same sex in Spain and Latin American countries.

TR-1.6

	The United States		Other Cultures
31.	Heterosexual relations are not supposed to begin until adolescence.	31.	Same in most European cultures, but in the Tobriand Islander, sex life is in full progress at the ages of 6 to 8 for girls and 10 to 12 for boys.
32.	In education, as in play, Americans stress doing and competition.	32.	In some (many, indeed) cultures, teachers guide the students constantly and competition is second to group solidarity. Too, sitting, "doing nothing" is "doing".
33.	American humor is binary type of humor, which is either turned on or off.	33.	In many cultures, there is a continuum, a wide spectrum of many degrees of enjoyment.

IV. Religion

34.	Americans have tended to compartmentalize (space) it and reduce its social function. Americans are technical, and logical about religion.	34.	Among the Navaho; medicine, entertainment, sports, science are religious activities. Islam in the Middle East has a more pervasive role than Christianity in Europe and here. In the Arab world, religion infiltrates all aspects of life. In L.A. the mixture of Christianity, with indian religious faiths, spiritualism, and African religious practices pervade most of the activities in the different cultures.

THE UNIVERSE DOES NOT YIELD ITS SECRETS EASILY, AND CULTURE IS NO EXCEPTION.

A REAL UNDERSTANDING OF WHAT CULTURE IS SHOULD REKINDLE OUR INTEREST IN LIFE, AN INTEREST WHICH IS OFTEN SORELY LACKING.

SOME TIME IN THE FUTURE, A LONG, LONG TIME FROM NOW, WHEN CULTURE IS MORE COMPLETELY EXPLORED, THERE WILL BE THE EQUIVALENT OF MUSICAL SCORES THAT CAN BE LEARNED EACH FOR A DIFFERENT TYPE OF MAN OR WOMAN IN DIFFERENT TYPES OF JOBS AND RELATIONSHIPS, FOR TIME, SPACE, WORK AND PLAY.

An Example:

> TIME, A FORMAL SYSTEM WITH US AND ONE WE TAKE VERY MUCH FOR GRANTED, WAS ONCE A TECHNICAL SYSTEM KNOWN ONLY TO A FEW PRIESTS ALONG THE NILE WHO PERFECTED IT IN RESPONSE TO A NEED TO FORECAST ANNUAL FLOODS MORE ACCURATELY.
>
> THERE IS A NEED AT PRESENT: INTERCULTURAL UNDERSTANDING: THE NEW ENTERPRISE OF LEARNING TO LIVE TOGETHER...TOGETHER BUT DIFFERENT.

NONVERBAL INTERACTION

Successful participation in intercultural communication requires that we recognize and understand culture's influence not only on verbal interaction but on nonverbal interaction as well. Nonverbal behaviors constitute messages to which people attach meaning just as do verbal behaviors. Because nonverbal symbols are derived from such diverse behaviors as body movements, postures, facial expressions, gestures, eye movements, physical appearance, the use and organization of space, and the structuralization of time, these symbolic behaviors often vary from culture to culture. An awareness of the role of nonverbal behaviors is crucial, therefore, if we are to appreciate all aspects of intercultural interaction.

Nonverbal behavior is largely unconscious. We use nonverbal symbols spontaneously, without thinking about what posture, what gesture, or what interpersonal distance is appropriate to the situation. These factors are critically important to intercultural communication because, as with other aspects of the communication process, nonverbal behaviors are subject to cultural variation. These nonverbal behaviors can be categorized in two ways.

In the first, culture tends to determine the specific nonverbal behaviors that represent or symbolize specific thoughts, feelings, or state of the communicator. Thus, what might be a sign of greeting in one culture could very well be an obscene gesture in another. Or what might be a symbol of affirmation in one culture could be meaningless or even signify negation in another. In the second, culture determines when it is appropriate to display or communicate various thoughts, feelings, or internal states; this is particularly evident in the display of emotions. Although there seems to be little cross-cultural differences in the behaviors that represent emotional states, there are great cultural differences in which emotions may be displayed, by whom, and when or where they may be displayed.

As important as verbal language is to a communication event, nonverbal messages tell us how other messages are to be interpreted. They indicate whether verbal messages are true, joking, serious, threatening, and so on. Gregory Bateson has described these "second-order messages" as meta communication, which we use as frames around messages to designate how they are to be interpreted."* The importance of meta communication can be seen from communication research indicating that as much as 90 percent of the social content of a message is transmitted paralinguistically or nonverbally.+

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*Gregory Bateson. "A Theory of Play and Fantasy." Psychiatric Research, 2 (1955), 31-51.

+ Albert Mehrabian and Morton Wiener, "Decoding of Inconsistent Messages," Journal of Personality and Social Psychology, 6 (1967), 109-114.

Samovar, Larry A. and Porter, Richard E. (1982). Intercultural Communication: A Reader. Belmont, CA: Wadsworth, Inc.

NAME OF ACTIVITY: Cartoons and Culture

OBJECTIVES - Participants will be able to:

1) Analyze and interpret implicit U.S. cultural values and attitudes depicted through cartoons.
2) Compare U.S. cultural values with those from different cultures.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
30-45 min.	10-20	Banquet Style	Flip Chart Overhead Projector

MATERIALS:

- Cartoons
- Comparison of Cultural Variants, TR-1
- Basic Premises Underlying United States Culture, TR-2
- Summary of Cultural Assumptions and Values, TR-3
- How Others See Us - American Traits, O-1

PROCEDURES/ACTIVITIES:

VARIATION 1:

- Select and make handouts of 6-10 cartoons depicting American Cultural values on topics such as time, sex roles, work ethic, materialism, and cultural taboos.

- Distribute H-1 to all participants and ask them to identify any U.S. cultural traits depicted in the cartoons. Allow approximately 5 minutes.

- Solicit participants' feedback using a brainstorming approach, with each participant offering brief responses.

- Write the answers on the flipchart.

- A brief (5-10 min.) closing lecturette on the basic premises underlying United States culture may be instructive here. Please refer to TR-1, 2,3, and O-1 for additional helpful information which can be used to formulate your lecturette.

VARIATION 2:

- Divide participants into small groups of 5 or 6.

- Distribute cartoons and ask each group to study them for any U.S. cultural traits. Ask, "What do these cartoons say about Americans?"

VARIATION 2 (Cont.)

- Ask each group to assign a leader who will report their findings to the large group.
- Allow 10 minutes for each group to discuss and come to a consensus on their findings.
- Reconvene participants and ask each of the group leaders to share their responses in a large group.
- Write these responses on the flipchart to be used during debriefing.
- A brief (5-10 min.) closing lecturette on the basic premises underlying United States culture may be instructive here. Please refer to TR-1, 2, 3 and O-1 for additional helpful information which can be used to formulate your lecturette.

NOTE:

A debriefing session should highlight the fact that in order to understand other cultural values and attitudes, it is important to be aware of one's own cultural traits which are oftentime implicit.

FOR ADDITIONAL INFOMATION:

Banks, J.A. & Mc Gee Banks, C.A., editors (1989) Multicultural Education Issues and Perspectives. Needham Heights, MA: Allyn and Bacon.

Pusch, M.D. (1979). Multicultural Education: A Cross-Cultural Training Approach. Chicago, IL: Intercultural Network, Inc.

TR-1

COMPARISON OF CULTURAL VARIANTS
Adrienne C. Austin

These are basic human activities that are common to all peoples. Every culture provides the means for the aggregate of its people to share in such activities as communication, social behavior, subsistence, learning, play, religion, use of time and space, and utilization of natural resources. The meaning and values attached to these basic human activities, and the way these activities are systematically expressed or communicated, can change from culture to culture. It is the diverse interpretation of these activities that makes one culture different from another.

The Concept of	in Anglo-American terms....*	in culturally different terms...**
FAMILY LIFE	Nuclear type: marriage contract, can be terminated; tendency towards small families; partnership status; child-centered.	Extended families; kinship ties vary important; tendency toward large families; variety of family arrangements; children subordinate to parents; older children care for younger siblings; authority delegated by maleness, age, status.
SOCIAL INTERACTION	Non-contact society; intimate distance - two inches to two feet; social distance - two to six feet; public distance - 12 to 25 feet; verbal apologies when forced into undesirable intimate range.	Close physical contact welcomed; social distance less than two feet; avoids strangers; neighborhood less important than kinship.

NOTES:

* This column represents the cultural interpretations or value orientations that are generally described as characteristic of Anglo-American culture.

** This column does not represent the cultural interpretations of value orientations of any particular ethnic group in America. The information is merely illustrative of the range of diversity in cultural behaviors, values, and attitudes that can exist within a society.

March, 1978

TR-1.1

The concept of	in Anglo-American terms...*	in culturally different terms....**
EDUCATION	Universal; formal and technical compulsory road to better life; social mobility; economic security; pragmatic; stress verbal fluency and field orientated cognition; teacher is authority figure - surrogate parent; emphasis on evaluation.	High aspiration; ticket to mainstream society; obstacle course to be surmounted; abstract; alien environment; learning and doing integrated; stress affect and psychomotor skills; siblings and peers respected as teachers.
WORK AND ACHIEVEMENT	Climb ladder of success; win rewards, status, money, friends; define self and other's terms of accomplishments; competitive; emphasis on breaking records set by others; administrative jobs desirable.	Work to satisfy present needs, physical survival; follow ways of parents; sharing, group spirit of achievement; cooperativeness; acceptance of status quo; working with hands respected.
INDIVIDUALITY	individual shapes own destiny; self-reliance important; "hero" a person of action; self-disciplines.	Anonymity; accept group sanctions; dependent on others - families and peers; humility.
WEALTH AND MATERIALISM	Acquisition of tangibles and intangibles; desire for material comforts and possessions; money symbol of success, intelligence and power; save for the future.	Accumulating more than one needs is selfish or stingy; sharing within extended family; ascribed status.
TIME	Time-consciousness; governed by clock and calendar; homage to routine; on-time syndrome; future oriented; a rosy horizon. Leisure time, do-it-yourself projects; value speed.	Concerned with here and now; little or no concept of "wasting time"; time routines unimportant; "future in God's hands"; enjoy the present.

The concept of	in Anglo-American terms....*	in culturally different terms...**
AGE	"Youth" magic word; most desirable to be young; youth encouraged to think for themselves, be decisive.	Elders highly respected; tradition is important; growing old is desirable.
COMMUNICATION	Tend to favor vision; avoidance of polite forms of respectful gestures in addressing people; angular and staccato motions; direct eye contact; considered normal to speak in loud voice; complete silence equated with attentiveness; question and answer elicitation.	Tend to favor auditory senses; social conventions in addressing others upheld as a sign of respect; sustained, flowing, and circular gestures; physical presence as important as speech; loud voice signifies anger; complete silence a sign of boredom.

BASIC PREMISES UNDERLYING UNITED STATES CULTURE

Frederick L. Jenks

The following premises dealing with United States* culture are derived from numerous sociological studies, among them Francis Asu's The Study of Literate Civilizations (Holt, Rinehart & Winston, 1969). I have synthesized and at times, augmented various outlines of cultural behavior patterns to arrive at this introductory paper. THIS IS A STUDY AND DISCUSSION GUIDE, PERMISSION FOR REPRINTING IS REQUIRED OF THE AUTHOR.

PREMISE I. An individual's most important concern is his/her self-interest; self-expression, self-development, self-gratification and independence.

Aspects of self-interest are: (1) an individual should seek the good life and pursue happiness. Good life and happiness consist primarily of the maximization of bodily comforts, food and sexual enjoyment. Health and sexual attractiveness are widespread concerns.

Selection of a mate is the concern of the individual partner only, for marriage is the individual happiness. Approval of the parents regarding the selection of a mate is often an after-the-fact occurrence.

The individual does not have a sense of total responsibility towards his/her parents after he/she reaches adulthood. Very little responsibility towards other relatives is felt.

Marital affairs are matters for the marital partners alone. Parents are often the last to learn about a marital problem affecting their married children.

To be content is to be stagnant, to be uncreative, and to be "unprogressive."

The pursuit of education is often a pursuit for better employment rather than the pure pursuit of knowledge.

Worshipping God through eternal abstention and asceticism is not favored.

Parents must cultivate the friendship of their younger children, communicate with them, and support their self-growth. When the children become adults, parents assist but don't interfere with their children.

OBSERVABLES: Self-improvement clinics, TA, health and beauty aids, college students of opposite sexes living together, "career education", etc.

From a handout presented by Frederick Jenks at the "Illinois Adult Indochinese Refugee Consortium Conference," Peoria, Illinois, 1979.

TR-2.1

PREMISE II. The privacy of an individual is a basic right. Intrusion into it by others is permitted only by invitation.

Violating the privacy of one's body or property is severely punished.

Discussing one's private life can cause problems. Thus, it is "safer" to discuss it with a counselor or stranger than with a friend.

PREMISE III. Because government exists for the benefit of the individual, all forms of authority are slightly suspect. The individual does not exist for the benefit of the government.

Government consists of representatives of the people who are elected to make laws. Although it is not so in practice, in theory the representatives who run government are the same as the average citizens who they represent.

Charisma counts in politics. Leaders must possess it. Even actors, TV personalities, and professional athletes may become political leaders.

OBSERVABLES: Carter, Kennedy, Reagan, Bob Mathias, John Glenn, etc. "Government of, for, and by the people...." appeals to ethnicity, race, religion in order to acquire votes.

PREMISE IV. Being accepted by peers is an important factor in one's success.

Americans are "joiners." Professional associations, religious organizations, social causes, unions, social activities, etc.

Organizational memberships and peer groups change often in order to enhance vertical and horizontal mobility. Membership change in order to reflect mobility. Belonging to exclusive clubs is an important sign of success.

OBSERVABLES: country clubs, key clubs, executive clubs, Junior League, civic women's clubs, League of Women Voters, fraternities, sororities, sports teams, student council.

PREMISE V. Religion and religious affiliation are important. One should belong to an organized church or religious institution.

Any ORGANIZED religion is better than no religion. An established ORGANIZED religion reacts negatively to attempts to acquire influence by new religious groups.

A person's religious beliefs are private. Religion is rarely discussed at social functions. Individuals who deny the existence of God or who think churches are bad may suffer social isolation.

Religious organizations have social functions. ONE GOD.

TR-2.2

OBSERVABLES: Churches are tax-exempt. Young people's church clubs. Church socials, Bingo, marrying within one's faith, baptism of infants, baptismal certificates as legal documents. Atheists don't become senators, corporate executives, or public figures.

Jokes about atheists: It doesn't pay to be an atheist -- they don't have any holidays.

HONK IF YOU LOVE JESUS I FOUND IT!
GOD IS MY CO-PILOT bumper stickers.

PREMISE VI. Men and women are equal.

Developmental differences and needs differences between sexes are accepted.

Both sexes should receive equal access to formal education, occupations, etc.

OBSERVABLES: ERA, an umbrella amendment, ratified in more than thirty states, oldest coeducational colleges in the hemisphere, Affirmative Action, slower mobility for female executives. NOW, "male chauvinistic pigs," abortion debate, etc.

PREMISE VII. All human beings are equal.

Differences of race, class, national origin, religion, education and physical attributes make people different and temporarily unequal, but with each generation these inequalities are capable of reduction. The INDIVIDUAL can transcend these circumstances.

If one WORKS HARD, one can gain equality and minimize circumstances. Education serves to make people more equal.

Inequalities in occupational salaries and prestige are related to the value placed on an individual initiative and the relationship of the occupation to the basic premises of the society.

OBSERVABLES: "Some of my best friends are...", "Those who can't do, teach. Those who can't teach, teach teachers." Why should teachers get paid more? They only work 25 hours a week, and they have summers off." You've come a long way, baby. AMERICAN WORK ETHIC. Bumper stickers: Don't be a fool, stay in school.

PREMISE VIII. Progress is good and inevitable. An individual must IMPROVE herself/himself; institutions must modernize to make themselves more responsive to changes.

There are two absolute kinds of progress: education and wealth. Both can solve most problems.

Research will bring about progress.

TR-2.3

Progress affects the absolutes of Good and Evil. It means the systematic extermination of evil by good.

Youth is good. One must build for the future generation.

Listen to the young. Their opinions are taken into consideration.

Crimes against children are more heinous than those against adults.

OBSERVABLES: Antique = any item of Americana more than fifty years old. This usually includes people. Money begets money. "A poor person can't win an election." Corporate "perks." Top TV programs are *Laverne and Shirley*, *Happy Days*, and *Charlie's Angels* (youth is good). Advertisements emphasize youth.

PREMISE IX. America is the utmost symbol of progress.

The American lifestyle MUST be spread to all peoples of the world so that they can enjoy the benefits of it. To obstruct the "progress" of the exporting of American values is to be anti-American.

If another country acknowledges and admires our superiority, we support them.

Americans believe that Americans have the power and know-how to build the world anew, where the weak will be protected.

OBSERVABLES: U.S. support of undemocratic regimes that are pro-America. "Let's make the world safe for democracy." NATO, SEATO, etc. We will defend our friends and allies from attacks from within or outside. Blue jeans, McDonald's. Race to the moon, etc.

PREMISE X. Time is a commodity to be tallied, saved, used and managed.

OBSERVABLES: Idle hands are the work of the Devil. Make every minute count. "Don't waste my time." 8:00 p.m means 8:00 p.m. "Don't delay...do it now!" "Don't put off until tomorrow...." "I gave her the best years of my life and she...." Leisure Studies Education means teaching people how to make productive use of their spare time.

PREMISE XI. Size and space are important factors in establishing personal and financial prestige.

OBSERVABLES: Platform and high-heel shoes, Cadillacs, skyscrapers, Superdome and Superbowl, "wide open spaces," big lawns, expressways, separate bedrooms, professional basketball and football, marching bands, etc.

TR-2.4

PREMISE XII. Conversation and ecology are practiced virtues as long as they don't affect the individual's self-interest too severely.

OBSERVABLES: Littering has decreased in the past fifteen years, Lady Bird Johnson's "Beautify America", pollution legislation, catalytic converters on cars, 55 mph, "turn your thermostat down to 65", Smokey the Bear and Woodsey Owl, PRESERVE COLORADO (bumper sticker) unless you can make a personal fortune if you PAVE PARADISE, PUT IN A PARKING LOT" (song).

PREMISE XIII. Singlehood as a chosen way of life is modestly suspect.

OBSERVABLES: Taxes on income of singles, "It's OK when you're young enough to swing, but what will you do when you've swung?" DEFENSES: Of course I love children even though I don't have any. COMMON QUESTION: Why didn't you ever marry? Who is more accepted, the 45 year-old divorcee or the single, by society, organizations, employers, voters? Single men may be gay---single women are merely unfortunate. Dirty old men.

NOTE: Major reflections of U.S. cultural beliefs, values and behaviors are seen from various perspectives; advertisements, media entertainment, idolization, use of raw materials and land memberships, dwellings, foods, child-rearing practices, and language use, to mention a few. IT IS IMPOSSIBLE FOR AN AMERICAN WHO HAS NO CROSS-CULTURAL EXPOSURE TO ASSESS THE ACCURACY OF THESE PREMISES. It is in comparison to other societies' and cultures' premises that we find the divergence from the above-mentioned. Thus, when discussing these premises, it is of little insight to dispute them. Rather, the task is to think of one or two specific situations in one's own experiences that exemplifies the premises. If you can do so, the premises do indeed support real actions.

* Who is included in U.S. culture? Second or third generation citizens have generally accepted this system of beliefs. Racially or linguistically isolated populations may not have come to the point of adopting them, but they are fully cognizant of their existence and, therefore, portray them when it is "useful" to do so.

TR-3

Table 1

SUMMARY OF CULTURAL ASSUMPTIONS AND VALUES*

American	Contrast-American
1. Definition of Activity	
a. How do people approach activity?	
1) concern with "doing", progress, change	"being"
external achievement	spontaneous expressions
2) optimistic, striving	fatalistic
b. What is the desirable pace of life?	
1) fast, busy	steady, rhythmic
2) driving	noncompulsive
c. How important are goals in planning?	
1) stress means, procedures, techniques	stress final goals
d. What are important goals in life?	
1) material goals	spiritual goals
2) comfort and absence of pain	fullness of pleasure and pain
3) activity	experience
e. Where does responsibility for decisions lie?	
1) responsibility lies with each individual	function of a group or resides in a role (dual contrast)
f. At what level do people live?	
1) operational, goals evaluated in terms of consequence	experimental truth
g. On what basis do people evaluate?	
1) utility (does it work?)	essence (ideal)
h. Who should make decisions?	
1) the people affected	those with proper authority
i. What is the nature of problem-solving?	
1) planning behavior	coping behavior
2) anticipates consequences	classifies the situation
j. What is the nature of learning?	
1) learner is active (student-centered learning)	learner is passive (serial rote learning)
2. Definition of Social Relations	
a. How are roles defined?	
attained	ascribed
loosely	tightly
generally	specifically
b. How do people relate to others whose status is different?	
1) stress equality	stress hierarchical ranks
minimize differences	stress differences, especially to superiors
2) stress informality and spontaneity	stress formality, behavior more easily anticipated
c. How are sex roles defined?	
similar, overlapping	distinct
sex equality	male superiority
friends of both sexes	friends of same sex only
less legitimized	legitimized
d. What are members' rights and duties in a group?	
1) assumes limited liability	assumes unlimited liability
2) joins group to seek own goals	accepts constraint by group
3) active members can influence group	leader runs group, members do not
e. How do people judge others?	
1) specific abilities or interests	overall individuality of person and his status
2) task-centered	person-centered
3) fragmentary involvement	total involvement
f. What is the meaning of friendship?	
1) social friendship (short commitment, friends shared)	intense friendship (long commitment, friends are exclusive)

A Manual of Structured Experiences for Cross-Cultural Learning. W. Weeks, P. Pedersen, and R. Brislin. Pittsburgh,PA: Society for Intercultural Education, Training and Research, 1977.

American	Contrast-American
g. What is the nature of social reciprocity?	
1) real only	ideal and real
2) nonbinding (Dutch treat)	binding
3) equal (Dutch treat)	unequal
h. How do people regard friendly aggression in social interaction?	
1) acceptable, interesting, fun	not acceptable, embarrassing
3. Motivation	
a. What is motivating force?	
1) achievement	ascription
b. How is person-person competition evaluated?	
1) as constructive, healthy	as destructive, antisocial
4. Perception of the World (World View)	
a. What is the (natural) world like?	
1) physical	spiritual
2) mechanical	organic
3) use of machines	disuse of machines
b. How does the world operate?	
1) in a rational, learnable, controllable manner	in a mystically ordered, spiritually conceivabl manner (fate, divinati
2) chance and probability	no chance or probability
c. What is the nature of man?	
1) apart from nature or from any hierarchy	part of nature or of some hierarchy (dual contrast)
2) impermanent, not fixed, changeable	permanent, fixed, not changeable
d. What are the relationships between man and nature?	
1) good is unlimited	good is limited
2) man should modify nature for his ends	man should accept the natural order
3) good health and material comforts expected and desired	some disease and material misery are natural, to be expected

American	Contrast-American
e. What is the nature of truth? goodness?	
1) tentative (working type)	definite
2) relative to circumstances	absolute
3) experience analyzed in separate components dichotomies	experience apprehended as a whole
f. How is time defined? Valued?	
1) future (anticipated)	past (remembrance) or present experience (dual contrast)
2) precise units	undifferentiated
3) limited resource	not limited (not resource)
4) lineal	circular, undifferentiated
g. What is the nature of property?	
1) private ownership important as extension of self	use for "natural" purpose regardless of ownership
5. Perception of the Self and the Individual	
a. In what sort of terms is self defined?	
1) diffuse, changing terms	fixed, clearly defined terms
2) flexible behavior	person is located in a social system
b. Where does a person's identity seem to be?	
1) within the self (achievement)	outside the self in roles, groups, family, clan, caste, society
c. Nature of the individual	
1) separate aspects (intent, thought, act, biographical background)	totality of person
d. On whom should a person place reliance?	
1) self	status superiors, patron, others
2) impersonal organizations	persons
e. What kind of person is valued and respected? What qualities?	
1) youthful (vigorous)	aged (wise, experienced)
f. What is the basis of social control?	
1) persuasion, appeal to the individual	formal, authoritative
2) guilt	shame

American	Contrast-American
Generalized Forms	
a) lineal (time)	nonlineal
b) efficient and material cause-and-effect thinking (thinking)	formal causes, correlative thinking
c) material, substantive (essence and energy)	spirit, energy
d) operationalism (implied observer)	direct apprehension or formalism (dual contrast)
e) induction	deduction or transduction (dual contrast)
f) judgment by comparison	judgment against an absolute standard
g) world stuff expansive (unlimited good)	world stuff restricted (limited good)

Adapted from material by Edward Stewart, who wishes to acknowledge the contributions of Dr. Jasper Ingersoll, Department of Anthropology, Catholic University, to the development of this table.

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(17) CULTURAL VALUE SYSTEMS WITH CONFLICTING POINTS OF VIEW

OBJECTIVE

To demonstrate the contrasting and conflicting aspects of interaction between persons who do not share the same basic assumptions.

PARTICIPANTS

Two or more persons representing different cultures. Facilitator.

MATERIALS

None.

SETTING

No special requirements.

O-1

HOW OTHERS SEE US

AMERICAN TRAITS

(Wederspahn, 1981)

MEXICAN PERCEPTION	TAIWANESE PERCEPTION
RESERVED	FRIENDLY, OUTGOING
RUSHED, TIME-CONSCIOUS	RELAXED, EASYGOING
REALISTIC, HARD-HEADED	OPTIMISTIC
TEAM WORKER	INDEPENDENT
QUALITY-CONSCIOUS	OUTPUT-ORIENTED
UNEMOTIONAL	EMOTIONAL
SERIOUS, BUSINESS-LIKE	FUN-LOVING, JOKING
SELF-CONTROLLED	SELF-INDULGENT

NAME OF ACTIVITY: Critical Incidents

OBJECTIVES - Participants will be able to:

1) Analyze cross-cultural conflicts in the classroom.
2) Develop strategies for solving cross-cultural conflicts.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
45-90 min.	15-20	Banquet Style	Overhead Projector Flip Chart

MATERIALS:

- Techniques for Incorporating Cultures into the Classroom, O-1
- Lecturette1: Applications of Cultural Information in Instruction, L-1
- Incident A, Spanish Case Study, H-1
- Incident B, Laotian Case Study, H-2
- Incidents C and D, Classroom Case Studies, H-3, 4
- Culture in the Bilingual-Bicultural Curriculum, TR-1
- Cross-Cultural Interferences Affecting Teacher-Pupil Communication in American Schools, TR-2

PROCEDURE/SUGGESTED ACTIVITIES:
Present a brief lecture (10 min) using L-1, O-1 and TR-1, and TR-2 as resources. Use the critical incidents handouts (H-1,2,3,4) following one of the procedures:

1. A. Distribute a copy of one of the incidents to each participant.
   B. Allow time to read and think about the situation.
   C. Ask each person to discuss the answers to the questions with a person next to them.
   D. Ask for a general sharing of what was discussed.

2. A. Divide the large group into sub-groups of five.
   B. Distribute a different incident to each group.
   C. Ask them to read and discuss each incident. Allow 10 minutes per incident.
   D. Use the large group to debrief the learnings from the smaller groups.

3. A. Divide the group into groups of five.
   B. Ask each group to prepare to role play for the other groups an example of an incident caused by cultural misunderstanding they have experienced. Participants would need to discuss tone, manner and gesture as part of the presentation, as well as points to be discussed with the larger group.
   C. After each presentation, assign one member of the group to lead a discussion of the questions found in H 1-4.
   D. Allow for comments from the other participants.

NOTE:

There are many topics raised by these incidents and a great deal of content for discussion. The debriefing should emphasize that it is most important for persons to become culturally sensitive. Understanding cultural issues is not facilitated by a laundry listing of Do's and Don'ts. This can lead to stereotyping. The objective of this training is to enable participants to become aware of their own cultural assumptions and how they affect communication in the classroom.

FOR ADDITIONAL INFORMATION:

Seville-Troike, M. (1978). A Guide to Culture in the Classroom. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Tiedt, P. L. & Tiedt, I. M. (1986). Multicultural Teaching: A Handbook of Activities, Information, and Resources. Second edition. Boston, MA: Allyn & Bacon, Inc.

O-1

TECHNIQUES FOR INCORPORATING CULTURE INTO THE CLASSROOM

1. THE CLASSROOM AS A SAFE PLACE
2. DIVERSITY IN TEACHING AND LEARNING STYLES
3. THE TEACHER AS A COUNSELOR
4. MOTIVATING STUDENTS
5. HETEROGENEOUS GROUPING IN THE CLASSROOM
6. PEER TEACHING AND LEARNING
7. CROSS-AGE TEACHING AND LEARNING

Adapted from: Culture in the Bilingual-Bicultural Curriculum,
Anthony R. Sancho

APPLICATIONS OF CULTURAL INFORMATION IN INSTRUCTION

Lecturette 1

There are two primary ways in which cultural information should be taken into account during the process of instruction:

1. "The student's native culture should be accepted and accommodated to the extent possible; the teacher, indeed the whole educational system, should seek to expand and enrich the existing repertoire of teaching styles, instructional activities, and even administrative procedures to provide for the cultural diversity of students."

2. "Important and useful components of the second culture should be taught; students should expand and enrich their repertoire of knowledge, skills, and behaviors, and extend their cultural competence; in short, develop positive biculturalism."

(Saville-Troike, 1978, p. 43)

Culture and Instruction

1. Never assume there is one best way to teach anything. Use a variety of teaching methods.

2. Teacher's attitude and non-verbal behavior plays a significant role in conveying positive or negative information to students.

3. Teachers should be sensitive to cultural differences which affect students' classroom behavior, e.g., willingness to answer questions or volunteer information. At the same time, it should be pointed out that asking questions, seeking clarification and volunteering information is not considered overly aggressive in school or the workplace, but rather is valued.

4. Set aside time in the classroom to discuss cultural differences as it relates to classroom activities and the world of work, e.g., punctuality, safety, employer benefits, etc. Encourage LEP students to bring up concerns and problems which they have experienced. Use other (mainstream) students to present their point of view.

Adapted from: A Guide to Culture in the Classroom,
by Muriel Saville-Troike, National Clearinghouse for Bilingual Education, 1978.

INCIDENT A

Jose and Ramon had become good friends shortly after they attended a community college machine tools class. They were the only two LEP students in a class of 15. Because of their English, they helped each other out speaking in Spanish, and kept to themselves. They came to class early, worked through break and always stayed after class to work on their projects. Other students were annoyed by their behavior and told the instructor about it. The instructor then announced to the class that no one is permitted to come to class early or stay beyond class hours.

1. What is the cross-cultural conflict here?

2. How do you feel about the way this situation was handled by the teacher?

3. To what degree do you agree or disagree with what was said or done?

4. What Hispanic cultural value (if any) is reflected here?

5. What American cultural value (if any) is reflected here?

6. How would you have handled this situation?

INCIDENT B

Bounlap, a Laotian student and his three friends enrolled in a mainstream welding course and were doing fine. During a practice session, the instructor noted that Bounlap did not have his safety glasses on. He lost his temper and yelled at Bounlap to get his glasses. The next day the four Laotian students did not show up for class. They all decided to drop out.

1. What was the cross-cultural conflict here?

2. How do you feel about the way this situation was handled by the teacher?

3. To what degree do you agree or disagree with what was said or done?

4. What Laotian cultural value (if any) is reflected here?

5. What American cultural value (if any) is reflected here?

6. How would you have handled this situation?

INCIDENT C

A vocational instructor observed that although a group of LEP students in her class had been doing fine in hands-on activities, they did poorly on several achievement tests. They were also extremely reserved and refused to speak up in class. She became frustrated and told the students they should drop her class.

1. What is the cross-cultural conflict here?

2. How do you feel about the way this situation was handled by the teacher?

3. To what degree do you agree or disagree with what was said or done?

4. What non-Anglo cultural value (if any) is reflected here?

5. What American cultural value (if any) is reflected here?

6. How would you have handled this situation?

INCIDENT D

As one of the requirements in a vocational education course, students were required to complete a project. After evaluating each of the students' projects, the instructor was most impressed with Lam's work. As a motivating technique, the instructor showed Lam's work to the entire class while praising him for his exemplary work. The next day, Lam did not come to class.

1. What is the cross-cultural conflict here?

2. How do you feel about the way this situation was handled by the teacher?

3. To what degree do you agree or disagree with what was said or done?

4. What non-Anglo cultural value (if any) is reflected here?

5. What American cultural value (if any) is reflected here?

6. How would you have handled this situation?

TR-1

CULTURE IN THE BILINGUAL-BICULTURAL CURRICULUM

ANTHONY R. SANCHO

CULTURE IN THE BILINGUAL-BICULTURAL CURRICULUM

The cultural component of a bilingual-bicultural curriculum is one of the most misinterpreted aspects of bilingual instruction. The task of teaching culture in the classroom has caused considerable concern amongst teachers, curriculum writers and researchers; and yet, few logical solutions have been adopted to insure successful achievement in one of the basic goals of bilingual-bicultural education. This basic goal is one of providing students of varied cultural and linguistic backgrounds an opportunity to come together as individuals and learn whatever it is they need to learn in order to function effectively in a multicultural world.

Bilingual-bicultural education can provide a successful alternative to students of diverse cultural and linguistic backgrounds, but educators have not yet tapped all the potentials that such a program can offer. Heavy emphasis has been placed on language learning in a bilingual setting, and the gains merit commendation. However, the refinement of bicultural or multicultural education has been neglected.

It is a fact that language cannot be separated from culture; but neither can culture be separated from education, for it is through his cultural background and experiences that a student perceives himself, his peers, his school, his teachers and what education has to offer *him*.

LEARNING AS A REMODELING PROCESS

A bilingual-bicultural classroom represents American society as it really exists today — a diversified mixture of experiences, cultures, languages, viewpoints and motives for success. Educators should realize that students today are oriented to the present, the here-and-now world; and for each student this contemporary world is conceptualized through his cultural background, historical base and social experiences, which in turn formulate his responses to life. Every student, whatever his foundation, brings to school a wealth of knowledge. To each individual his own experiences have meaning and have in large measure shaped him. Therefore, room must be made in the instructional plan for every student's sociological base in order to provide a relevant and meaningful educational experience. Schools can no longer afford to prescribe *one* instructional design that suits every person in a classroom for learning is a «remodeling process» based in part on the learner's past experiences and partly on the here-and-now situations experienced in the school and in his community. Just like language and culture, true learning is an ever-changing reorganization of the past and the present.

«CULTURALLY DEMOCRATIC» INSTRUCTION

Methods of instruction should be compatible with the ways students are accustomed to learning. Educators need to be aware that cognitive styles are culturally influenced rather than universal among men, and teachers should build ways in which culturally diverse individuals approach problem-solving. It is important to accept, understand and appreciate the fact that persons from varied cultures function as viable and valuable models of diverse life styles and vantage points. If this concept is put into effect in the classroom, then «culturally democratic» education can become a reality. Furthermore, if educators are to adopt «culturally democratic» education in a bilingual-bicultural classroom, then culture must become an important aspect of the instructional plan. It cannot be an isolated component of the curriculum, but rather an integrated part of the total thrust in bilingual-bicultural education.

INCLUSION OF CULTURE IN THE CURRICULUM

The inclusion of cultural elements in the curriculum requires an investigation into the interpretation of the controversial term «culture» and its implications as a teachable item. A valid hypothesis is that culture cannot be *totally* taught in the classroom. While some elements of culture can be readily transmitted from teacher to students, others can only be acquired be experiencing close personal interaction with members of a cultural group.

The need exists for establishing a system of classifying cultural elements into two categories: *tangible* and *intangible*. The tangible elements are those that are concrete and can be systematically taught in the classroom. Included in this category are such items as language components, songs, dances, typical foods, holidays, etc. The intangible category includes such elements as values, beliefs and attitudes held by members of a particular cultural group. These important intangible elements are often neglected or ignored in the instructional plan because they cannot be methodically taught. However, it is the exchange and sharing of these intangible items that provide the key for a sound bicultural or multicultural program in the school. Since these intangible items cannot be «taught», their manifestation comes through classroom experiences that allow close personal interaction amongst persons of diverse cultural and linguistic backgrounds. This is not to say that values and beliefs of other cultural groups are acquired merely by personal contact with them, but through close interpersonal relationships one acquires better understanding and acceptance of diverse and often opposing viewpoints.

Many educators will say, «But this is already happening in our classrooms.» It cannot be denied that their students are interacting daily, but most of this cultural interchange materializes without much planned effort on the part of the instructor. Consequently, many students never fully gain all the benefits that bicultural education has to offer.

BASIC RECOMMENDATIONS FOR INCREASING CULTURAL LEARNING

What is proposed here is that educators involved in bilingual education foster the inclusion of more intangible elements of culture into the instructional *process*. In order to increase cultural learning in the classroom, *process* must be emphasized in addtion to curriculum content. Whereas the tangible elements of culture are closer related to subject matter, the intangible elements should be incorporated into the teaching-learning effort used in the classroom.

The following ten points focus on educational processes that will assist educators in implementing a bicultural or multicultural instructional plan. If these processes are used in a cross-curricular effort, then the intangible elements of culture will be embodied in all content areas of the curriculum.

1 THE CLASSROOM AS A SAFE PLACE

This calls for the creation of a classroom environment that allows every student to be an individual, both socially and academically The success of a teacher and his classroom rests upon the success of his students. Thus, success requires every student to progress through his own means without risking appraisal based on cultural and academic stereotypes. In order to create this non-threatening atmosphere, the teacher, acting as a cross-cultural interpreter, must cease to impose value judgments based primarily on his life style and the institutions it represents.

2. THE CLASSROOM AS A MULTICULTURAL CENTE

The classroom should become a studio, a workshop, a collection center and a resource center fo students and teachers alike. Also, teacher aides community aides, parents, resource persons and anyone else interested in the full-time participant of that classroom should be allowed to come in at any time and share their experiences in a natural non-threatening, cross-cultural environment. This process will help in bridging the gap between the School and the community.

3. Diversity in Teaching and Learning Styles

Because cultural background and experiences predispose cognitive styles and because individual differences influence learning, the teacher should undertake a variety of teaching styles (group lecture, small group, self-guidance, etc.) in order to make the classroom experience worthwile for every student. This diversity in teaching styles will promote an exchange and sharing of learning styles (cooperative, competitive, independent, etc.) amongst the students, while each one is learning through the mode that he finds most successful.

4. Humanizing Instruction and Learning

It is important for teachers to develop instructional objectives that are reasonable to attain by each member of the class. The curriculum for a bilingual-bicultural classroom must be a flexible one. It should be one that is based on the needs and the here-and-now attitudes of the students, for no instructional plan is successful unless each student accepts it and sees it as relevant to his needs and goals. This concept necessitates direct or indirect student input into the curriculum design of the class.

5. The Teacher as a Counselor

In a «culturally democratic» classroom the teacher is not dictating a curriculum that *all* students must adhere to: but rather, the teacher assumes a less dominant role in which he becomes the pivotal force for motivating students to success. The teacher then becomes a counselor, not just a giver of information, in an experience that allows the students to be themselves and to make choices. The teacher is then providing guidance for a meaningful experience that will enable the student to reorganize his past and his present endeavors.

6. Motivating Students

The teacher cannot really motivate students. The teacher can only arrange conditions that will increase the probability of motivating students to achieve the goals of the class. For this reason, the curriculum of each classroom has to be unique, and it should reflect the individual interests and abilities of the students. In addition, the classroom experience should be a cooperative effort that recognizes and accepts the contributions of each individual. This will promote motivation to learn, for motivation must come from within. No one can motivate another person unless there is mutual acceptance and trust.

7. Field Experiences as a Way of Learning

The classroom must become a complement to the life of every individual involved in it. Irrelevancy in education to the real world has alienated many students from success. Too often students do not understand school and teacher expectations. This lack of understanding can terminate by providing on-campus and off-campus experiences that enable the student to see the school and the classroom as a genuine part of his total existence.

8. Heterogeneous Groupings in the Classroom

The learning situations in the classroom must reflect the contemporary world that students are confronted with daily. By allowing students to work and communicate in small heterogeneous groups, the classroom is providing a conducive environment that enables students to come together and exchange both academic and social (cultural) viewpoints in a productive and culturally democratic environment.

9. Peer Teaching and Learning

No one can deny that the teaching role itself provides great challenge, as weel as significant self-realization. In a natural way, the experiences one has to share with others are in reality a teaching and learning encounter. In a bilingual-bicultural classroom the experiences that can be shared by individuals are substantial, Both culturally and academically, the students bring a great wealth of knowledge to the class. Sharing this knowledge and cultural background is the epitome of bilingual-bicultural education. By having students in the class teach and learn from each other and not just the teacher, educators are opening up a channel that is a natural learning mode for all human beings.

10. CROSS-AGE TEACHING AND LEARNING

The more experienced have always taught the less knowledgeable. Also, teachers learn from teaching others. The classroom can become a setting in which all individuals, regardless of age, can interact in meaningful learning experiences. It is no crime to share knowledge. Adults do it everyday, without paying attention to age differences. The classroom can also become a refuge for sharing experiences and learning from many people — the teachers, teacher aides, parents, older students, younger students, community persons, and anyone else interested in sharing his knowledge. Educators should keep in mind that individuals with teaching certificates are not the only ones that can teach effectively.

No one can be deceived into believing that by following these ten points one can insure success in bicultural education; but rather, let us look at these recommendations as a means of personalizing an instructional plan that will incite greater success amongst today's students.

THE EXPANSION OF BILINGUAL-BICULTURAL EDUCATION

The creation of a more humanized classroom and the inclusion of the intangible elements of culture into the total instructional design will expand the viability of bilingual-bicultural education to a new level. Whereas bilingual-bicultural education is still considered by many to be a remedial approach to learning, it should be viewed as an innovative trend in American public education. Be recognizing the bilingual-bicultural approach as a sound alternative to traditional education, the schools can provide all students — minority as well as majority — with a worthwhile school experience that is stimulating, productive and relevant.

Bilingual-bicultural education has been successful, but it can be made more effective by making it a true representation of today's contemporary world. Excuses should not be made for the Spanish-speaker, the Indian, the Asian, the Black and even the Anglo not succeesing in school. What must be done is provide an educational setting that will allow all students to be individuals and succeed in a school and a society that accepts *what* they are and *who* they are; from there, the educator builds an instructional plan that fulfills the needs and provides the alternatives for success in today's multicultural world.

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TR-2

Cross-Cultural Interferences Affecting Teacher-Pupil Communication in American Schools

E. C. Condon

The keystone of all successful teaching-learning situations is good communication, for the acquisition of knowledge is predicated upon an accurate exchange of information between the instructor and his students.

This factor is particularly crucial in classes where teacher and students are of different backgrounds, and where the learning process may be inhibited by cross-cultural interferences. Whenever such a situation occurs, communication conflicts are likely to arise, since the white middle-class adult interpretation of American culture held by the average educator, the values he teaches through the subject matter, and even the manner in which he communicates with the students do not always coincide with those held by the latter as a result of their family upbringing. The direct effect of such contacts between divergent orientations is found reflected in a reduction, if not a prevention, of learning gains. A case in point is that of the elderly Italian gentleman, enrolled in an Adult Education program, who walked out of class indignantly, because he thought he had been insulted by the instructor. The latter had simply modeled the pronunciation of the "th" sound (tip of tongue between teeth) without realizing that this facial expression could convey an obscene meaning in another country.

The full significance of such an occurrence becomes clear when it is viewed in the context of research findings on classroom communication. A recent study, carried out in this field at Stanford University, revealed that students failed to understand the information imparted by their teacher as a result of the following: insufficient or poorly organized data, unfamiliar language expressions, or different interpretations (on the part of the speaker and the listener) of the thought content of the message.[1] In all three cases, the problem may be attributed to possible differences in cultural conditioning. Kaplan has shown, for instance, that thought patterns are reflected in language style—thereby affecting the extent and organization of provided information.[2] And the style of communication considered appropriate in one group may seem "insufficient" or "poorly organized" in another. Examples of conflicts in stylistic variations may be noted in the Hispanic rejection of Anglo-Saxon directness and conciseness in oral and written expression and, conversely, the Anglo-Saxon criticism of the Spanish predilection for formality and ornateness is speech and in writing. These stylistic differences are particularly noticeable when bilingual individuals (who have not been made aware of them) communicate in the second language. In so doing, they utilize instinctively the style of expression which is natural to them—that associated with their native idiom—thereby succeeding in conveying unconsciously a negative message to the

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From the *International and Intercultural Communication Annual*, Vol. III, December 1976, pp. 108–120. Reproduced by permission of the Speech Communication Association and the author. Professor Condon teaches at Rutgers University.

Intercultural Communication: A Reader
Larry A. Samovar & Richard E. Porter,
Wadswoth, Inc., Belmont, CA: 1982.

listener. Thus, the very economy of speech, so prized in American society where it "pays" to be "a man of few words," becomes highly suspicious in Spanish where communication is an art, and rhetoric reflects the personalism of the speaker as well as his ability to relate to others. As a result of these differences, interactions between Hispanic and American individuals are apt to be shortcircuited by undercurrents of misunderstandings arising from a mutual frustration of the former's desire to establish a relationship on personal terms, and the latter's urge to "get to the point" of the conversation.

In the American school context, few classes may be considered culturally homogeneous in terms of both staff and student populations. When these variations are added to other group or individual differences, such as age, sex, race, IQ, religion, motivation, socioeconomic background and the like, they represent a formidable source of interference in the educational process which may impede learning progress on the part of the students and frustrate the teacher's efforts to reach them.

With these prevailing conditions, each lesson taught may be viewed as a cultural encounter in which the communication process is inevitably restricted by factors which are beyond the control of the participants. Under the circumstances, it is essential that educators be able to identify and, hopefully, counteract classroom problems arising from cultural misunderstandings if they are to succeed in maximizing their instructional effectiveness.

Factors to Be Considered in Cross-Cultural Communication

In a general way, the exchange of information between two interlocutors is usually achieved by verbal and nonverbal means; the process takes place simultaneously on three culturally conditioned levels, related to the cognitive, affective, and psychomotor domains of human behavior—thought, emotion, and action, expressed by words, voice modulation, facial signals, and gestures. Cross-cultural misunderstandings may, therefore, be expected to arise unconsciously from the verbal or conceptual content of the message, as well as from its emotional substance or its physical expression. Practically speaking, then, miscommunication between members of different communities may be triggered by any single factor, such as a "wrong" word, look, phrase, gesture, tone of voice, timing, or idea, or any combination thereof. Furthermore, the conflict potential generated by these elements in any intergroup conversation is actually much greater than it may seem on the surface, for it is considerably intensified by the dictates of culturally conditioned norms and habits, buried deeply in each individual, which control to a large extent the range of actions, thoughts, and emotions acceptable in his society and, therefore, set the standards by which he judges (and often misjudges) the behavior of other people. Accordingly, the "real" causes of cross-cultural interferences in face-to-face interaction may be said to originate in the unconscious and to operate at the level of thoughts, attitudes, values, and feelings, far beyond the external manifestations of cultural differences noted by superficial observers (such as "foreign" expressions, customs, food, clothing, and the like). Unfortunately, these hidden factors tend to be overlooked in communication whenever it is carried out by members of different groups who share the same language. This is particularly true in an instructional situation where, as we have seen earlier, the complexity of teacher-pupil-subject matter interactions requires an instructor's full attention, and the skills of cross-cultural understanding are seldom available to the participants. The quality of human relations and learning progress achieved under these circumstances is, of course, often disastrous.

In order to illustrate this point, several examples of communication breakdowns traceable to cultural differences are described in the next section. They are derived from actual classroom experiences observed by Intercultural Relations and Ethnic Studies (IRES) Institute staff members over a period of years. They are organized into four major categories: (1) Use of Language (vocabulary and grammatical structure); (2) Language Auxiliaries (paralinguistic and kinesic signals); (3) Norms of Classroom Interaction (modes of address, learning style, and classroom roles); (4) General Context of Human Interaction (time and space).

Use of Language

a. Vocabulary

Terms (and the concepts they represent) which are commonly used by children of one cultural community may be unknown to those of another. This is the case for all American expressions associated with the "well-known" northern weather phenomenon of *snow*, such as snowsuit or snow-shoes, snowman, snow-tires, and the like. Yet, many an elementary teacher insists upon sharing this vocabulary item (and its meaningless pictorial representation) with first-graders who have recently arrived from a tropical country. They do so automatically, simply because the word "snowsuit" is included in the reader, without even realizing that the pupils have no concept of cold weather or the need for special protection against it.

Interpretation:

—Weather conditions vary from one country to another; they determine the general way in which basic human needs (such as clothing) are met.

—Clothing has a pragmatic function—to protect man from the elements. The relationship between clothing and local geographical phenomena may not be as obvious to a foreign individual as it is to the native person.

—A communication breakdown occurs because the teacher assumes that the pupils *share* her "snow" experience, and the latter are too young and inexperienced to ask questions.

b. Grammatical Structure

Anyone who has taught English as a Second Language to Spanish-speaking adults may have wondered at their avoidance of the simple grammatical structure "*I'm* a machinist (hairdresser, factory worker, etc.)" in favor of the more complex sentence "*I work* in a machine shop (beauty salon, factory, etc.)." The reason for this preference is rooted in the strong Hispanic sense of identity, which tends to separate a man's occupation from his intrinsic nature as a human "being."

Interpretation:

—In American culture, a man is what he "makes of himself." He earns the respect of others by his achievements. Thus, to some extent, he is what his work is.

—In Hispanic culture, a man has dignity because he "is" a man. He is entitled to the respect of others, simply by virtue of his membership in the human race. His occupation is only one aspect of his personality, a fraction of his total "being."

—A communication breakdown occurs over the respective, and differing values accorded by each society to the concepts of humanity and work, as they are reflected in the choice of verb. Unconsciously, the Spanish adult hesitates to make a statement which does not express his inner feeling, since it requires him to equate work with himself.

Language Auxiliaries

a. Paralinguistic Cues

Educators who work in "disadvantaged" urban areas sometimes fall into the habit of enunciating over-carefully, or slowing down their speech delivery when they address certain pupils, to make sure that their directives are understood. In so doing, they not only provide the class with an artificial model of standard English, but they also convey unconsciously a message o contempt to the listener. This well-intended mode of communication produces inadvertently the same negative effect upon the learner that may be achieved deliberately by the opposite means—speeding up speech delivery and telescoping words together—to convince him of his inadequacy.

Interpretation:

—Auditory signals of communication exist in all societies. They serve to convey, emphasize, or counteract the meaning of a verbal message.

—They are noted and decoded at a level of secondary consciousness—the primary level being that of linguistic understanding.

—A communication breakdown occurs because the teacher equates his action with "helping," and the student with "down-talking"—a verbal strategy used to confer a sense of inferiority upon the listener.

b. Kinesic Signals

The interpretation of a simple (or so it seems!) facial gesture is fraught with cross-cultural pitfalls. It is used by members of different groups to indicate widely divergent states of mind, and to serve different functions in the communication process. Under normal circumstances, a widening of the eyes may be said to hold a world of meaning in a multicultural context:

SIGNIFICANCE	INTENTION	CULTURE
Really!	Surprise, wonder	Dominant Anglo Group
I resent this.	Anger	Chinese
I don't believe you.	Challenge	French
I don't understand.	Call for help	Hispanic
I'm innocent.	Persuasion	Black American Group

More often than not, the culturally unaware American teacher overlooks a Spanish child's signal of distress—eye widening—because he does not recognize it as such, or interprets a Black child's mute plea of innocence as a display of insolence.

Interpretation:

—Visual signals are used widely in all cultures to replace, underline, or contradict the meaning conveyed by words.

—As language auxiliaries, they are included automatically, but not really consciously, in the decoding process.

—A communication breakdown occurs because the teacher and the student assign different meanings to the kinesic cue, neither is aware of the other's interpretation, and both translate the other's behavior in negative terms.

Norms of Classroom Interaction

a. Modes of Address

Proper names are often treated in cavalier fashion by teachers and students alike in the classroom. Many an American high-school boy has been turned off in a French or Spanish class by being forced to answer to a "foreignized" version of his name. This practice, cherished by many a language instructor as a means of creating Nelson Brooks' "cultural Island," practically guarantees instead the onset of first-rate cases of *anomie* among insecure teenage learners.

Interpretation:

—A given name is part and parcel of the individual who bears it. He is usually reluctant to relinquish it without an overwhelming reason.

—The use of a special name in a French or Spanish class tends to intensify the feeling of alienation experienced by a youngster in a situation where normal means of communication (English) are inhibited, if not denied to him.

—A communication breakdown occurs because the teacher views his action as educationally sound, while the student sees it as a threat to his inner being.

TR-2.4

In adult classes, a problem situation may also arise from the misuse of a person's own name. Imagine, for instance, the reaction of a dignified Chinese gentleman who finds himself embarrassingly addressed by a young lady teacher in a rather familiar manner as "Mr. Jing-Jyi" (his given name), rather than "Mr. Wu" (his family name), because he failed to westernize their sequencing at registration.

Name Protocols

American-style: Jing-Jyi Wu
Chinese-style: Wu Jing-Jyi

Worse still, think of the particularly subtle insult conveyed by elderly Miss Smith to the respectable Señor Juan Lopez-Sueiro, each time she calls him Mr. Sueiro in front of the class, thus literally branding him with a label of illegitimacy, because she does not understand the Spanish system of dual family names!

Name Protocols

American-style:	John (given name)	Lopez (family name)	
Spanish-style:	Juan (given name)	Lopez - (father's name)	Sueiro (mother's name)

Interpretation:

—Personal names are invested with a great deal of emotional content, derived from their association with family life.

—When a situation is in doubt, cultural conditioning leads a person to fall back on familiar rules to handle the problem. Thus, an American will invariably assume that the last item in a foreign title is the person's family name.

—A communication breakdown occurs because of the informal orientation of American people toward modes of address, which restricts their sensitivity to the far-reaching implications of naming procedures used in other countries. This casualness is often interpreted by the foreign student as an indication that the teacher is not really interested in him.

b. Learning Styles

Knowledge may be acquired in many ways. In this country, children are taught to learn by "doing" under the indulgent supervision of adults, a practice illustrated in the old saw: "If at first you don't succeed, try and try again," and in the educational expression: "the discovery (or problem-solving) method." However, this system does not apply to most American Indian boys and girls, who, instead, are expected to learn by watching and listening to their elders, then by practicing the activity secretly before exposing themselves to adult criticism.

As a result of these differences, non-Indian teachers who work in Reservation schools are dismayed by the futility of their efforts to involve their charges in full-scale activity participation.

Interpretation:

—Learning styles are culturally conditioned practically from birth.

—American parents encourage habits of active learning in their children, by providing them with a stimulating environment (mobiles above the cradle, for instance). Indian parents, on the other hand, inculcate habits of patience and latency in their offspring.

—A communication breakdown occurs as the outcome of conflicting teaching and learning styles, when activistic demands (the teacher's) are made upon a passive-oriented learner who is unable to respond in an appropriate manner. These contrastive actions are indicative of widely divergent attitudes toward life: the Indian disposition to blend with the surrounding reality, and the American tendency to conquer the environment. Either way is unacceptable to the other person.

c. Classroom Roles

Spanish teachers are apt to consider American pupils unruly and ill-mannered because they do not sit still and they ask too many questions. American educators, on the other hand, are perplexed by the shifting atmosphere of Hispanic classes, where the student will at one moment sit in an eerie cloud of quiet intensity, eyes riveted upon the teacher, and in the next chatter excitedly among themselves.

The problem originates in the varying definitions of "good pupil" behavior accepted in the two cultures. When Spanish parents admonish their child to "behave himself" in class, they expect him to sit quietly at his desk, to pay strict attention to the teacher and not to bother him with questions. The child tries very hard to obey (periods of quiet behavior), but the tension of a sustained attentive behavior is such that he sometimes forgets himself ("talking" periods). An American mother, on the other hand, tells her son to "be a good boy," while fully anticipating him to throw himself wholeheartedly into class activities and discussions—which he does, sometimes with excessive exuberance.

Interpretation:

—Within a given society, interaction between individuals is facilitated by commonly held assumptions and role expectations.

—People are seldom aware that their behavior is governed by such culturally conditioned assumptions.

—A communication breakdown occurs when interacting individuals are suddenly confronted with external behavior contradictory to expectation. Indeed, what is considered proper in one society may not be so in another. Accordingly, an American child must "be good," but a French child should "be wise," a Scandinavian child "be kind," and a German child "be in line," if they are to follow the dictates of their own culture.

From a cross-cultural standpoint, the normal expectations of other groups are usually considered unreasonable as well as unnatural, even though they are not so in their proper context.

Context of Human Interacti

a. Time

English as a Second Language t
times experience a great deal o
teaching some students how to
tense. What they fail to realize is
cultures, the notion of what has
place has little reality, and falls
gory of "no-time," rather than th
come."

In accordance with this view, a
or Navajo Indian will evince no i
cussing an event scheduled for
week. But an Egyptian Muslim n
lently to the audacity of human l
lating over something known only
future!

Interpretation:

—Time exists as a cultural, as we
dimension which affects the ten
relations.

—Middle-class Americans are o
the elusive quality of time. Conse
attempt to control its passage with
schedules. In so doing, they tr
action-orientation into a drive to
ture. In reactive-oriented societies
refuses to anticipate the unknown,
and the past are all important.

—A communication breakdown o
sequence of conflicting cultural
municated through the language.
stresses a verb form which express
tant concept in American society—
a segment of the time continuum
emphasized (and sometimes no
pressed) in other cultures.

Another time-related problem
looked in class is that of testing.
American teacher is so condition
stressed existence, that he fails to r
presence of other time attitudes am

dents. Thus, in a teaching situation, leisurely oriented students (Spanish speakers, for instance) perform inevitably at a disadvantage. Their scores reflect their inability to utilize every moment in a productive manner (that is to say in answering the questions speedily).

Interpretation:

—Different societies assign different values to the dimension of time.

—American culture functions on a time-stressed scale. Witness, the proliferation of schedules, deadlines, time-payments, and the like. Hispanic culture, on the other hand, values time only inasmuch as it relates to human interaction.

—A communication breakdown occurs when the student approaches the test in leisurely fashion (as an activity devoid of human relation potential), and the teacher interprets this action as a deliberate resistance to instruction or as sign of mental inadequacy.

b. Space

Spanish or French teachers are often surprised by the American student's predilection for sitting in the back, rather than the front of the room. And, conversely, many an American teacher has been repelled by the "crowding" habits of his Hispanic and French students. At the adult education level, the latter's behavior has occasionally been interpreted by women teachers as a mild form of sexual aggression.

Interpretation:

—Like time, space is subject to different cultural interpretations.

—American space may be characterized as diffuse and dynamic. As noted in western songs, people in this country, "like the wide, open spaces" and resent being "fenced in."

—A communication breakdown occurs when the private space bubbles of interacting individuals fail to coincide, as is the case for Spanish and American people. The former lean toward proximity in communication, which enables them to underline their messages in tactile manner. The latter, however, feel uncomfortable in close distance to others. From a cross-cultural standpoint, American behavior is unconsciously interpreted as "distant," and Hispanic action as "pushy," thereby creating a negative climate for interaction and learning.

Conclusion

From the above examples one may conclude that the parameters of intercultural relations, as they apply to the classroom context, have been mostly neglected so far in the professional preparation of educators. These factors need to be redefined and studied in depth, if the educational system in the United States is to fulfill its responsibility to provide an equal learning opportunity to all of the nation's children.

In a multi-cultural community such as American society, total communication, on which successful learning is predicated, cannot be achieved in school unless teachers understand the educational implications of cultural interferences, and they learn to counteract them as skillfully as they handle other classroom difficulties.

In order to achieve this goal they must remember to consider the problem of cognition from a dual viewpoint—theirs, and that of each learner, as it is expressed in daily interaction. In a way, classrooom communication may be likened to the dialogue which occurs between the bird and the duck in Prokofiev's story "Peter and the Wolf" . . .

> The bird asked: "What kind of bird are you, if you can't fly?"
> And the duck replied: "What kind of bird are you, if you can't swim?"

Like the bird and the duck, instructors and their students possess a common denominator—membership in a certain species—but their shared humanity does not prevent them from viewing the world in different manners. Thus, the secret of effective cross-cultural communication in a classroom lies in the teacher's ability to dichotomize his ways of thinking, feeling and behaving. In short, he must become a man, or woman, for all seasons . . . whether they be educational, or cultural.

Notes

1. David R. Olson, *et al*. *Teacher-Student Communication Games*, Research and Development Memorandum No. 94; Stanford University, September, 1972.

2. Robert Kaplan, "Cultural Thought Patterns in Intercultural Education," *Language Learning*, 1967, Vol. XVI, Nos. 1 and 2.

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CURRICULUM AND INSTRUCTION MODULE

NAME OF ACTIVITY: BVT Model

OBJECTIVES: - Participants will be able to:

1) Define a BVT program (methodology, purpose, target audience).
2) List the major components of BVT program.
3) Identify a minimum of 3 sources of information, materialsand funding.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
60-90 Min.	10-50	Theatre Style	Overhead Projector Screen Blackboard

MATERIALS:

BVT Model Lecture, TR-1
BVT Participant Flowchart, 0-1
Course Outline, Machine Tool Operation, 0-2
Recruitment Brochure, 0-3,4
Areas of Assessment, 0-5
Syllabus - Keypunching VESL Class, 0-6
Sample VESL Lesson Plan, 0-7
Word List - Nursing, 0-8
Information Sheet, 0-9
Employer's Guide, 0-10
Funding Sources Chart, H-1
Handouts of Resources found in Section IV: Clearinghouses and technical Assistance Agencies, National Network for Curriculum Coordination, and Professional Organizations.

PROCEDURE/SUGGESTED ACTIVITIES:

* Introduce the need for BVT model (why)--large number of unemployed/ underemployed LEP; their lack of success in traditional vocational education; labor market demand for minority workers.

* Present lecture on BVT model, TR-1
- Definition an purpose
- Components and features
- Resources

* Conduct a discussion with participants as to barriers to implementing a BVT program in their institution/agency. Make sure some solution is found.

* Answer other participant questions.

* Close by summarizing keypoints and reminding participants to adhere to key BVT principles of accessibility, comprehensiveness of instruction and integration of language and training preparation.

- Close by summarizing keypoints and reminding participants to adhere to key BVT principles of accessibility, comprehensiveness of instruction and integration of language and training preparation.

- Distribute and explain handouts.

Variation:

- Omit detailed presentation or adaptability of BVT model during lecture and barriers discussion.
- Instead ask participants to give you examples of local situations and create/design BVT models for them.

FOR ADDITIONAL INFORMATION:

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BVT MODEL LECTURE

I. OVERVIEW (10 min.)

A. BVT Model (Bilingual Vocational Training) is an approach developed formally some 12 years ago in response to the training needs of LEP adults.

B. A BVT program is one which uses the native language of the trainee for tracking subject matter and skills, while developing the trainee's ability to use and understand English needed for the job.

C. Purpose of BVT:
  1. Prepare LEP persons to perform successfully in the English dominant work environment.
  2. Fill the need for skilled persons in occupations of interest to the individual and the economy.

D. BVT model based on soundest/best principles of vocational and bilingual education.
  1. Vocational education/training based on:
     (Responsive to employers and trainees)
     . labor market needs (area of training selection)
     . sound task analysis and competency-based instruction
     . careful student assessment and placement
     . individualized and small group instruction - ability levels
     . simulation of the workplace - demonstration, hands-on
     . opportunities for OJT or internship to tryout employment

  2. Bilingual education designed to insure that:
     . participants understand instruction, can respond and be understood. (Use of native language - no delay in learning)
     . instructional materials are appropriate
     . instruction based on 2 cultures: student's and workplace
     . students learning English through (ESL) not osmosis. (A formal component)

E. BVT programs have demonstrated unprecedented success.
  1. BVTPs conducted all over the nation, for many language groups and for a variety of occupational areas.
  2. High level of retention - 95%
  3. High placement rate on jobs 85-95%
  4. Cost effectiveness:
     . BVT vs. mainstream (longer period)
     . Tax return = in 3 yrs. participants pay off program. Example in Florida, BVT $100,000 - taxes $66,000
     . Reduction of public assistance
  5. Serve the severely LEP better than other models - no waiting period.
  6. Successful experience has led students to return for more training, GED and even open own businesses.
  7. Increase in general and job specific English language proficiency.

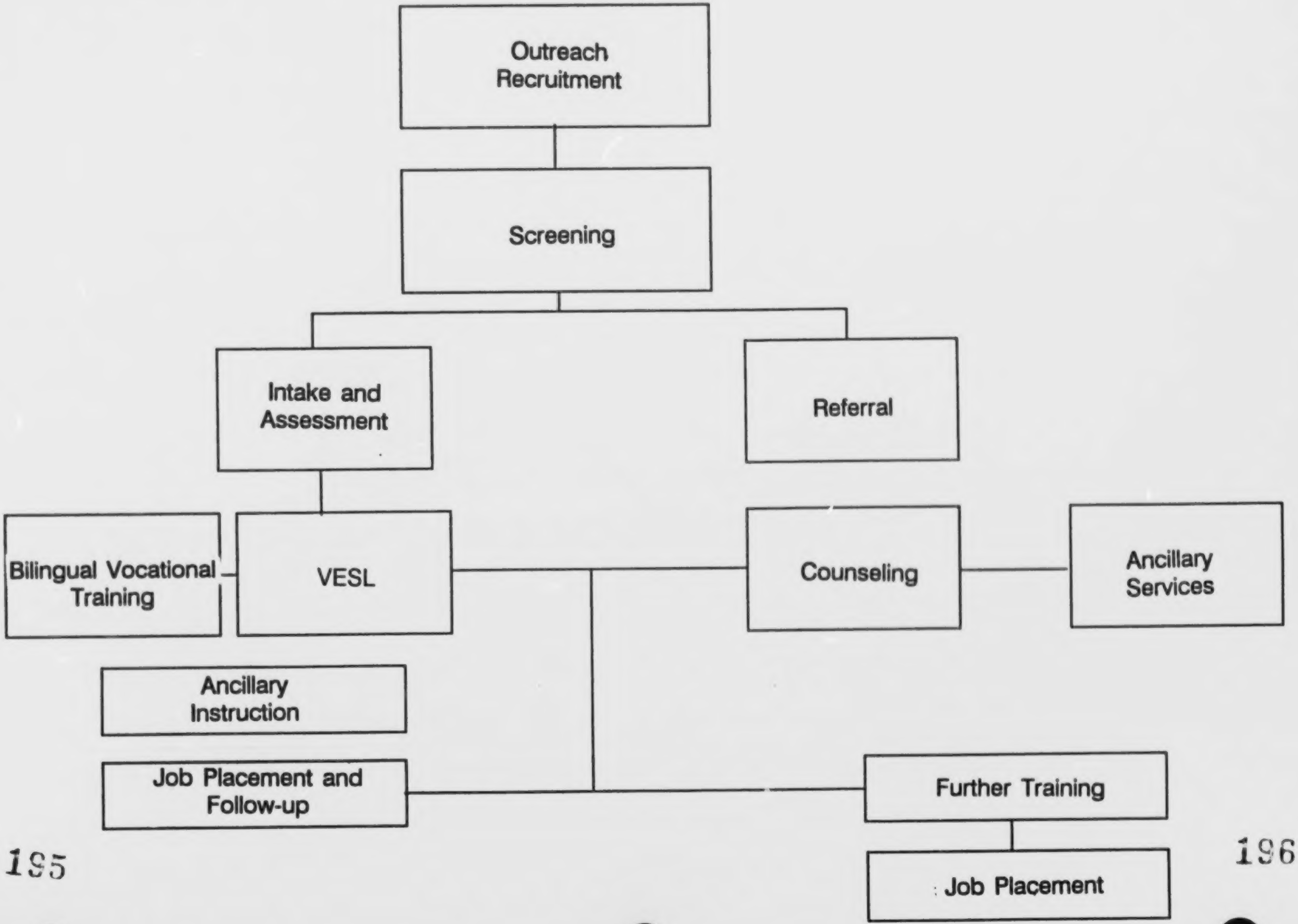
II. COMPONENTS (20 min.)

A. BVT programs use a comprehensive service approach to insure access, successful participation, and transition to employment. (0-1).
B. Each component is adapted culturally and linguistically. (0-2).
C. Each component is coordinated with the others through curriculum a staffing. Describe each component briefly, (0-2,3,4,5,6,7,8,9,10).
D. The BVT model is adaptable for local needs and resources.
   1. Population served: monolingual; multicultural.
   2. Employment needs: length; type of training offered; classroom vs. OJT approach.
   3. Resources: bilingual teacher, aides, peers, materials; linkages with other organizations; multi-source funding.

III. RESOURCES

A. BVT programs can be funded by coordination current educational programs (ABE, vocational education, counseling, disadvantaged grants) or applying for new specially targeted demonstration grants (Cooperative demonstration; BVT; JTPA (H-1).
B. Materials include - professional reference; staff development; instructional; assessment, etc. Many sources (H-2).
C. Networking 0 professional organizations offer information through newsletters, conferences and journals (H-3).
D. Technical assistance - state and federal departments of education, resource centers (H-4). For MRC's serving local area refer to p. of manual.

TRAINEE FLOW IN A BILINGUAL VOCATIONAL TRAINING PROGRAM



Outreach Recruitment

Screening

Intake and Assessment

Referral

Bilingual Vocational Training

VESL

Counseling

Ancillary Services

Ancillary Instruction

Job Placement and Follow-up

Further Training

Job Placement

COURSE TITLE: MACHINE TOOL OPERATION

DEVELOPED BY GATEWAY TECHNICAL INSTITUTE

CREDITS: NONE

CLASS HOURS: 450 - 30 HOURS/WEEK

LENGTH OF COURSE: 15 WEEKS

COURSE DESCRIPTION:

THIS COURSE CONSISTS OF SKILL TRAINING IN MACHINE TOOL OPERATION TO PROVIDE OPPORTUNITIES FOR EMPLOYMENT OR FURTHER TRAINING AT GTI. INSTRUCTION AND MATERIALS ARE PROVIDED IN SPANISH AND ENGLISH TO ENABLE LIMITED ENGLISH SPEAKING STUDENTS TO PARTICIPATE.

BASIC STRUCTURE OF COURSE:

I. PRE-VOCATIONAL INFORMATION
   A. HANDOUTS CONCERNING THE CAREERS OF A MACHINE TOOL OPERATOR.
   B. SLIDE/TAPE PRESENTATION ON GTI'S MACHINE TOOL OPERATION PROGRAM.

II. PLACEMENT
   A. HANDOUT LEVEL
   B. COUNSELING
   C. RECOMMENDATION BE ABE TEACHERS

III. ENGLISH-AS-A SECOND LANGUAGE
   A. 8 HOURS PER WEEK RELATED TO MACHINE TOOL OPERATION

IV. MATH
   A. 4 HOURS PER WEEK RELATED TO MACHINE TOOL OPERATION - BILINGUAL INSTRUCTOR

V. BLUEPRINT READING
   A. 3 HOURS PER WEEK ELEMENTARY BLUEPRINT READING TEXT TRANSLATED INTO SPANISH AIDE

VI. MACHINE SHOP THEORY
   A. 3 HOURS PER WEEK - LECTURE - CONTENT AREA WITH BILINGUAL INSTRUCTOR

VII. MACHINE TOOL OPERATION LAB
   A. HANDS-ON MACHINE TOOL OPERATIONS; 12 HOURS PER WEEK WITH BILINGUAL INSTRUCTOR

RECRUITMENT BROCHURE

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- zawodowy dwu-jezyczny szkoleniowy program w 'HEATING/AIR CONDITIONING.

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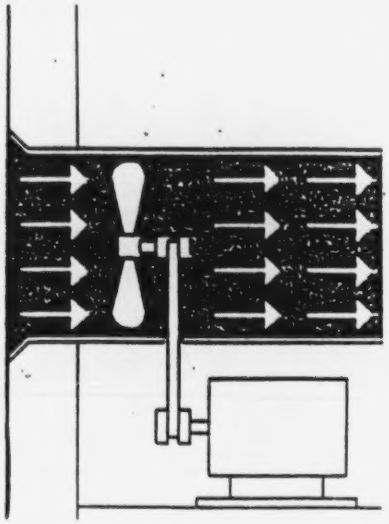

BEST Program
Building Energy Systems Technology
(312)635-1884

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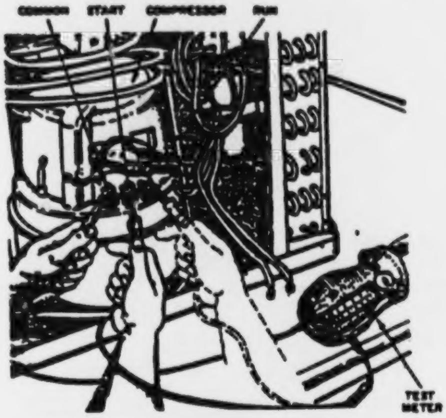

- 15 week classes
- 9:00-3:15, M-F
- No tuition
- Qualified teachers
- Job search follows
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Sponsored by the
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THE REWARD FOR HARD WORK CAN BE A BEGINNING JOB IN HEATING/AC SERVICE

Applicants must be:
- Age 18 or older
- U.S. Citizen or Resident
- Spanish or Polish Speakers with Intermediate English Skills

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APPLICATION DEADLINE
FEBRUARY 18, 1987

David Pankratz,
Project BEST
Coordinator

OAKTON COMMUNITY COLLEGE MONNACEP/BEST 1600 EAST GOLF ROAD, DES PLAINES, IL 6

LANGUAGE

English

Native Language

CAREER INTEREST/EXPERIENCE

GENERAL ABILITY

Math

Fine/Gross Motor Skills

ANCILLARY SERVICE NEEDS

Child Care

Transportation

Medical

Financial

MOTIVATION

SYLLABUS

KEYPUNCHING VESL CLASS

I. TECHNICAL VOCABULARY

- A. PARTS OF THE KEYPUNCHING MACHINE
- B. THE CARD
- C. TECHNICAL DIRECTIONS
- D. SAFETY LANGUAGE

II. PAPER WORK RELATED TO KEYPUNCHING

- A. PUNCH 7 VERIFICATION INSTRUCTION SHEET
- B. BUSINESS FORMS FROM WHICH INFORMATION IS OBTAINED, SUCH AS:
    1. ORDERS
    2. REPORTS
    3. BILLS

III. ON-THE-JOB COMMUNICATION

- A. WITH SUPERVISOR
- B. WITH FELLOW WORKERS

IV. JOBS

- A. FINDING A JOB
- B. CALLING FOR AN APPOINTMENT OR WALKING IN
- C. FILLING OUT AN APPLICATION
- D. INTERVIEWING

By: Joanne Kalnitz

HEATING AND AIR CONDITIONING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
From various tube and fitting connections using soft soldering and silver brazing.

LANGUAGE COMPETENCY (IES):

I.4 Comprehend and identify work related supplier.
T.1 Follow and give basic multiple-step instructions.
T.3 Follow and give multi-step, sequential instructions.
T.12 Request supervisor or trainer to check work.

GRAMMATICAL FOCUS: WHAT/WHICH questions, descriptive adjectives, imperatives, adverbs of time and sequence.

LANGUAGE SAMPLES: (Listening/Speaking)

Instructor: What do you have to do before you apply flux to your tubing?
Trainee: I have to remove the burr and sand the outside of the tubing.

Trainee: Which fitting do I need?
Instructor: A "T" fitting.

(Reading/Writing)

Descriptions, specifications and warnings found on related supplies and equipment, e.g.,
- 95/5 compound
- "Hold away from clothing."

Vocabulary:

Name of supplies needed for task (see vocabulary for vocational Competency #6
Sequence adverbs, SHOULD, HAVE TO, MUST, expressions such as HOW's THIS?

ACTIVITIES:

- Substitution drills: practice names of work related supplies and equipment.
- Sequencing exercises: teach comprehension of sequence adverbs.
- Total physical response: emphasize imperatives, sequence adverbs, and important vocabulary items.
- Strip story: instructor conducts sequential steps exercise by passing out individual sentences which are part of a mechanical procedure and then having trainees organize them into the correct sequence.
- Role play: trainees practice giving and following instructions, asking for assistance, etc.

MATERIALS:
Supplies (including packaging) needed for soldering and brazing, "strip story" outlining a procedure.

EVALUATION:
- Given oral instructions, trainees perform a procedure.
- Trainees provide short answers to verify comprehension of sequential tasks.
- Trainees give instructions for a procedure using adverbs of sequence.

WORD LIST

WORD	DEFINITION
AXILLARY	Pertaining to the armpit.
AXILAR	Relativo a la axila.
CLINICAL THERMOMETER	An instrument for measuring the temperature of the body.
TERMÓMETRO CLÍNICO	Un instrumento para medir la temperatura del cuerpo.
FEVER	Abnormally high body temperature.
FIEBRE	Temperatura del cuerpo anormalmente alta.
MERCURY	A silvery liquid used in thermometers; it expands with heat from the body and shows the person's temperature
MERCURIO	Líquido de color plata que se usa en los termómetros. Se expande con el calor del cuerpo e indica la temperatura de la persona.
NORMAL AXILLARY	97.6° F
TEMPERATURA AXILAR NORMAL	97.6° F
NORMAL ORAL TEMPERATURE	98.6° F
TERMPERATURA ORAL NORMAL	98.6° F
NORMAL RECTAL TEMPERATURE	99.6° F
TEMPERATURA RECTAL NORMAL	99.6° F
ORAL	By mouth
ORAL	Por la boca
RECTAL	By rectum
RECTAL	Por el recto
VITAL SIGNS	Temperature, pulse and respiration. (These tell how well the body is working).
SEÑALES VITALES	Temperatura, pulso y respiración (Estos indican si el cuerpo está trabajando bien).

INFORMATION SHEET

9. Lea el termómetro y anote la temperatura en el expediente.

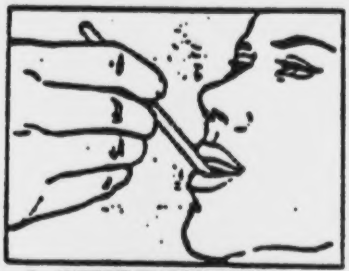
   Coloque el termómetro de manera que se vea claramente la columna de mercurio; la lectura debe ser exacta. Si se opina que el resultado obtenido pueda no estar bien, deberá volverse a tomar la temperatura del enfermo, pero con otro termómetro.

10. Coloque el termómetro en el recipiente destinado a termómetros usados.

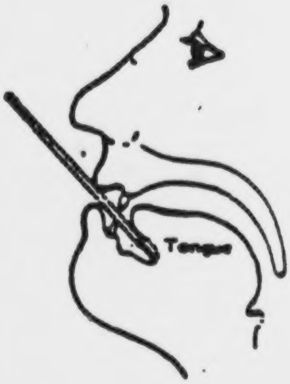
11. Limpie y substituya elementos del equipo de acuerdo con las normas del hospital.

12. Anote:
    Hora y día:
    Procedimiento: Temperatura
    Lectura:
    Observaciones:

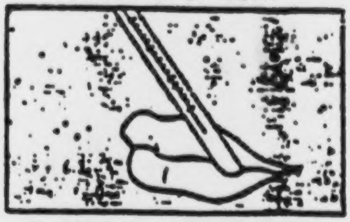
    Pase los datos lo antes posible al gráfico del paciente, para que el médico pueda conocerlos. En el caso de que la lectura denote alguna variación que salga de lo común, dé cuenta inmediatamente de esto a la enfermera supervisora.



1. INSERT THERMOMETER GENTLY INTO MOUTH



3. INSTRUCT PATIENT TO KEEP THERMOMETER UNDER THE TONGUE



2. POSITION THERMOMETER TO SIDE OF MOUTH

Are you looking for reliable workers with basic training in Heating/AC/Refrigeration?

Oakton Community College and the U.S. Department of Education have developed a program for English as a Second Language adults to prepare them for entry-level jobs in your field.

Project BEST is a bilingual vocational training program which gives trainees both practical skills and job-related English. Trainees undergo 15 weeks of rigorous instruction, including much hands-on experience in Oakton's Heating/AC laboratory.

Courses include:

- Use of Tools, Instruments, and Safe Work Practices
- Basic Electricity 1&2
- Basic Refrigeration 1&2
- Introduction to Gas Heating
- Introduction to Air Conditioning
- Job-related English

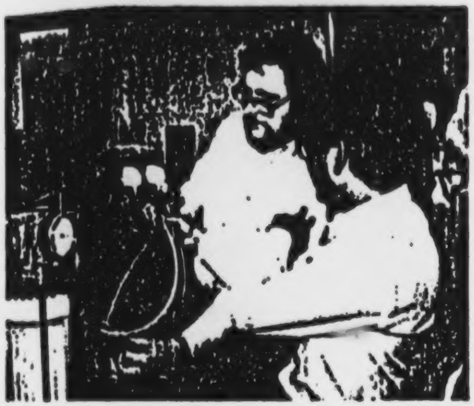
Total	
Vocational Instruction:	225 Hours
English Instruction:	175 Hours

How can you as an employer benefit?

Project BEST offers prospective employers an opportunity to find the right applicant for a specific job with a minimum of trouble. Our trainees are prescreened, dedicated to hard work, and can start immediately upon completion of training.

We at Project BEST can:

- Provide trained applicants at no cost to you
- Follow up on employees' performance and thereby enhance employer/employee relations
- Give you the opportunity to work together with Oakton Community College in providing an important community service.



Can you help us?

Yes, by giving us advice on how to adjust our program to better meet your needs. Any suggestions you could make would be

Project BEST Course Competencies

Our program is structured to give each trainee experience with specific job-related tasks. Program graduates are expected to know:

SAFETY

- Use basic tools, instruments, and equipment properly and safely

AC/REFRIGERATION

- Clean condensors
- Check systems operating pressures using gage manifold
- Evacuate systems (vacuum) under supervision
- Charge systems under supervision
- Install new condensor equipment and make piping hookups

HEATING

- Identify components of forced air heating systems
- Clean forced air furnaces
- Check line pressures for gas, etc., under supervision
- Wire forced air furnaces under supervision
- Install piping and tubing assemblies

SERVICE

- Use service manuals
- Refer to proper source to obtain needed information
- Deal with customers, co-workers and employers in a helpful and friendly manner

Funding Chart

SOURCE	CONTACT
Carl Perkins Vocational Education Act	Office of Vocational and Adult Education USDE State Dept. Vocational Ed.
Adult Basic Education Act	Office of Vocational and Adult Education USDE State Dept. of Adult Ed.
Job Training Partnership Act	U.S. Dept. of Labor State Dept. of Vocational Ed. Service Delivery Areas (SDA's)
Refugee Assistance Act	Office of Refugee Resettlement, U.S. Dept. of Health and Human Services State Dept. of Public Aid State Dept. of Adult Education
Title VII - Bilingual Education Act	Office of Bilingual Education & Minority Languages Affairs, USDE State Dept. of Education
Private Foundation Grants	Foundation Service, N.Y.

CURRICULUM AND INSTRUCTION MODULE

NAME OF ACTIVITY: ADAPTING LECTURE TECHNIQUES

OBJECTIVES: participants will be able to:

1) Compare/contrast poor and effective lecture techniques for teaching.
2) Evaluate the effectiveness of lecture presentation for LEP students.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
45 min.	10-30	Theatre Style	Blackboard and Overhead projector

MATERIALS:

Trainer's Notes, TR-1
Sample Lectures, Adapted and Unadapted, TR-2
Adapting Testing Strategies, TR-3
Lecture Technique Checklist, H-1
The Far Side Introductory Cartoon, O-1
Refrigeration Cycle, O-2 thru O-4
Quiz (Unadapted Version), H-2
Quiz, (Adapted Version), H-3
Adapting/Selecting Testing Strategies, O-5
Bridging The Communication gap: Tips For Teaching The LEP Students, H-4

PROCEDURE/SUGGESTED ACTIVITIES:

- Prepare two short lecture presentations (6-8 minutes) on a single vocational topic prior to the workshop. One presentation will not be adapted for an LEP audience and the second one will be (see Trainer's Notes., TR-1). Prepare a short quiz on the lecture content. For sample presentation see TR-2, H-3 and H-4.

- Display O-1 and briefly introduce the session by explaining to participants that the objective is to examine why most lecture presentations are difficult for LEP students to comprehend and how lectures can be adapted to improve their comprehension. Do not go into specifics at this point.

- Conduct the first unadapted 6-8 minute presentation. Do not incorporate the features of an effective oral presentation (see Lecture Techniques Checklist, H-1). Do not introduce the topic, do not use visuals, do not check for comprehension during the lecture, etc.

- Pass out the quiz and have participants try to complete it (2-3 minutes).

- Ask participants how they performed on the quiz, but do not discuss the answers.

- Pass out H-1, Lecture Techniques Checklist.

PROCEDURE/SUGGESTED ACTIVITIES (cont'd)

- Have participants evaluate your presentation by completing the checklist, putting checkmarks in the appropriate boxes. Do not evaluate responses at this time.

- Ask participants to watch for changes in your lecture techniques as you conduct the next presentation.

- Conduct the 6-8 minute presentation again, this time adapted to facilitate good comprehension. Incorporate as many of the techniques from the Lecture Techniques Checklist as possible. Provide a context for the topic before you begin, emphasize key vocabulary and concepts, simplify language, use visuals, and conduct frequent comprehension checks.

NOTE: This presentation should not be significantly longer than the unadapted version (See Trainer's Notes, TR-1).

- Pass out the quiz again and have participants complete it (2-3 minutes).

- As a group, compare their performance on the quiz with their performance the first time.

- Ask participants to identify techniques you used which helped facilitate comprehension.

- Have participants evaluate your second presentation by completing the checklist. (Instead of making checkmarks, this time they can fill in the boxes by using "x's")

- As a group, go over the checklist one item at a time, asking for participants' recorded responses to compare the two presentations.

- Pass out another blank copy of H-1 to participants. Encourage them to photocopy it and use it both as a resource and for instructor training.

- Discuss strategies for improving the LEP students' test taking skills (TR-3).

- Explain that different test formats have differing language load.

VARIATION FOR ADDED EFFECTIVENESS :

Instead of using the same quiz twice, prepare two quizzes. The first quiz you have participants complete would not be adapted for the LEP, and would consist of open-ended questions requiring essay-type responses. The second quiz you give participants following your adapted presentation would test the same information but appear in a format more accessible to LEP students (see the "Measuring Achievement" activity Overhead O-2, and Form B and C, for examples)..

FOR ADDITIONAL INFORMATION :

Friedenberg, Dr. Joan E., Ed. (1988). Adapt Instruction for LEP Vocational Students. Columbus, Ohio: The National Center for Research in Vocational Education.

Bradley, Curtis H. and Friedenberg, Dr. Joan E. (1982). Foundations and Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel. Washington, DC: The Center for Applied Linguistics.

TRAINER'S NOTES FOR PREPARING LECTURES

In order to conduct this training session, you will need to prepare two versions of a short lecture presentation (6-8 minutes each) on one vocational topic or skill. The topic would ideally be one which would actually be dealt with in a vocational setting. In other words, you lectures will be mock versions of a lecture given by a vocational instructor to a group of students. In this training session, you act as the "teacher" and the participants are your "students."

Select a topic for your lecture which you are comfortable with and can easily cover in 6-8 minutes. You may choose to describe a simple process or procedure. Your topic should not be overly complicated, and yet it should contain a few concepts and specialized vocabulary that are new to your "students."

Using the "Lecture Techniques Checklist" (H-1) as a guide, prepare one version of the lecture that does not incorporate the techniques on the list. The objective of giving the first version of the lecture is to leave the "students" somewhat confused and frustrated because they did not understand many of the basic concepts you presented. They should be made to feel the way LEP students feel when effective techniques for presenting new material are not used.

Prepare a second version of your lecture, the "adapted" version, which incorporates effective techniques from the checklist. Present the information so clearly that all participants understand and can recall the basic concepts and vocabulary. Note that the second version should not be much longer than the first. Although in the second version you will be introducing the topic better, using visuals, repeating key vocabulary and checking comprehension, you will also be eliminating information and long, detailed explanations which are not critical for your "students" to know.

You will also need to prepare a short quiz which tests how well your "students" have comprehended the three or four main points of your lectures. After giving each lecture, pass out the quiz. If the lectures have been effective in demonstrating the difference between unadapted and adapted lecture styles, then your "students" should score low the first time they take the quiz and have nearly perfect results the second time they take it. For a variation on constructing and giving the quizzes, see the front section, "Variation for Added Effectiveness".

If the training session is conducted well, participants will experience how the language and style of a lecture presentation can greatly effect student comprehension. It also becomes apparent that adapted lecture presentations are not only more comprehensible to LEP students, but also to students whose native language is English.

TR-2

Sample Lectures
for the Activity

"ADAPTING LECTURE PRESENTATIONS"

Topic: The Refrigeration Cycle

Following are scripts, notes and visuals to be used as overhead transparencies for presenting two brief lectures (6-8 minutes each) on the same topic: "The Refrigeration Cycle". Also included are sample quizzes to accompany each lecture.

The lecture scripts may be read by the presenter, although it is ideal if the presenter reviews them ahead of time in order to be able to give lectures which seem as "natural" as possible. The first "unadapted" lecture is intended to be typical of those given by most instructors. If does not effectively address the needs of students unfamiliar with the technical concepts, and is especially incomprehensible to limited English proficient (LEP) students. The second "adapted" lecture should be much more comprehensible to all students, especially LEP students, because the content is organized in a clearer, more coherent way, and the presenter will be incorporating lecture techniques found in the "Lecture Techniques Checklist" (H-1).

To use these lectures effectively, presenters, should follow the steps outlined in the "Adapting Lecture Presentations" activity guide. It is important that the main objective of the activity be kept in mind: The first lecture should be abrupt, technical, and incomprehensible to most listeners, whereas the second should be successful at introducing, contextualizing, and reinforcing key language and concepts.

NOTE: In order to convey the content of any given lecture effectively, it is important that lecturers make use of visual techniques such as those listed in the "Lecture Techniques Checklist" in the section on Multisensory Communication. Thus, in the second lecture presentationif this activity, presenters should use their hands to illustrate concepts such as "absorb", "release" and "cycle". Also, in addition to using the overhead, transparencies and drawing the included sketch on the blackboard, presenters are encouraged to use the blackboard to write out key vocabulary words which are contained in the lecture and generally use the board to help illustrate any concept which may be difficult for students to comprehend.

Just before giving the first lecture, presenters may want to give participants a clue to what is to come by showing them the cartoon (0-1).

UNADAPTED LECTURE: **The Refrigeration Cycle**

Today we will be looking at the basic mechanical refrigeration cycle, but first let's consider its historical development. Refrigeration has come a long way since people used ice to cool their food. The first hermetic automatic refrigerator was produced by General Electric in 1982. At about the same time, the first so-called air conditioning units for cooling air were being installed in commercial buildings.

By 1940, almost all refrigeration units were of the hermetic type. These units were capable of refrigerating large commercial food storage systems, they could cool the air in large auditoriums, and they were also capable of producing the low temperatures, needed for many commercial production operations. Of course air conditioning systems in automobiles have also become widely accepted. The first were developed in the 1930's.

Regardless of the type of refrigeration or air conditioning system you are talking about, there are some fundamental processes which need to be understood. First, there really is no such thing as producing coldness per se. Cold is defined as the lack of heat, so that if you want to cool something off, what you actually have to do is to remove the heat. Again, cold cannot be added.

The ideal temperature for storing most types of food is about 35 degrees. In domestic refrigeration units, for example, the temperature has to be lowered by about 35-37 degrees--the difference between the ambient temperature in the house and the temperature inside the refrigerator cabinet.

Most mechanical refrigeration systems have a high pressure side and a low pressure side. On the low pressure side is the evaporator. Inside the evaporator the refrigerant flowing through it is converted from a liquid to a vapor. The liquid is changed to a vapor, or gas, as it absorbs heat on the inside of the refrigeration unit.

The condenser is located on the outside of the refrigeration unit. The function of the condenser is to release the heat that was absorbed in the evaporator. As the refrigerant enters the high side of the system where the condenser is, it is a gas. As it reaches the compressor it is pressurized. This causes it to give off heat and become a liquid again. In this liquid form further heat is released to the outside air.

The refrigerant flows continuously through the system, absorbing and releasing heat and changing back and forth between a liquid and a gas. Let's take a look at the diagram. (Show 0-2).

As you can see (point to the corresponding components in the diagram), the evaporator is here, inside the refrigerated space. The refrigerant flows through it in the direction of the arrows, absorbing heat. As it absorbs heat, it becomes a gas. Inside the compressor (point), it is compressed so that it becomes a liquid. As the liquid refrigerant flows through the condenser (point), it releases the heat. That's basically how the system works. Okay?...

Now just to make sure you've got the idea, I have a little quiz. (Pass out Quiz 1.) I'll give you a couple of minutes and then we'll go over the answers.

FOLLOW-UP:
Following the instructions given in the "ADAPTING LECTURE PRESENTATIONS" Activity, proceed with follow-up. Ask students how they performed on the quiz, pass out the "Lecture Techniques Checklist", etc.

ADAPTED LECTURE: The Refrigeration Cycle

Today I would like to give you an introduction to the basic refrigeration cycle. Now, everyone has a refrigerator at home right? Do you know how it works--how it operates? Well, everyone knows that you put food into the refrigerator to keep it cold. Why do you do that? (Wait for a response.) Correct, you refrigerate food so that it will not spoil.

The best temperature for keeping food fresh is about 35 degrees on the Fahrenheit scale. You may know that the Fahrenheit temperature scale is different from the Celsius scale. 35 degrees Fahrenheit is about 2 degrees Celsius. Now, normal room temperature is about 70 degrees Fahrenheit. So, when you put food into the refrigerator, the food is about 35 degrees warmer than the air in the refrigerator (Show 0-3). The warm food heats up the air in the refrigerator.

So, the refrigerator's job is to take the extra heat out of the air and bring the temperature back down to about 35 degrees. (Write 70 degrees - 35 degrees= 35 degrees on board.) The most important thing to remember is that the refrigerator operates by removing heat from the inside of the refrigerator. All a refrigerator can do is remove--take away--heat; it cannot add cold.

(Ask) Does the refrigerator add cold to the inside of the refrigerator cabinet?
(Wait for students' response.)

Does the refrigerator operate by removing heat?

Now, how does the refrigerator remove heat? (Show 0-4). The refrigerator must have a mechanism to pump the heat out. We call this mechanism a refrigeration system. Every refrigerator has this basic system.

Every refrigeration system has two basic components: an evaporator and a condenser. The evaporator is inside the refrigerator cabinet. The condenser is located on the outside of the refrigerator.

(Ask) What are the two basic components?
Where is the evaporator located?
Where is the condenser located?

Remember, we said that a refrigerator operates by removing heat. The job of the evaporator is to absorb heat from the inside of the refrigerator (use hands to illustrate "absorb"). The condenser has the opposite job. The condenser releases, or gives off, heat on the outside of the refrigerator (use hands to illustrate "release"). Have you ever noticed that the back of your refrigerator gets very hot? That heat is coming from the air inside the refrigerator!

(Ask) What does an evaporator do?
What does a condenser do?

Now I will show you a diagram of a refrigeration system (Shows 0-2). Every refrigeration system has an evaporator and a condenser (point to the corresponding components). The evaporator and the condenser are connected. In other words it is a sealed system or what we call a "hermetic" system. Inside the system there is something we call refrigerant. The refrigerant is the material which first absorbs heat and then releases the heat... The refrigerant flows around in a circle inside the system. It always flows in the same direction.

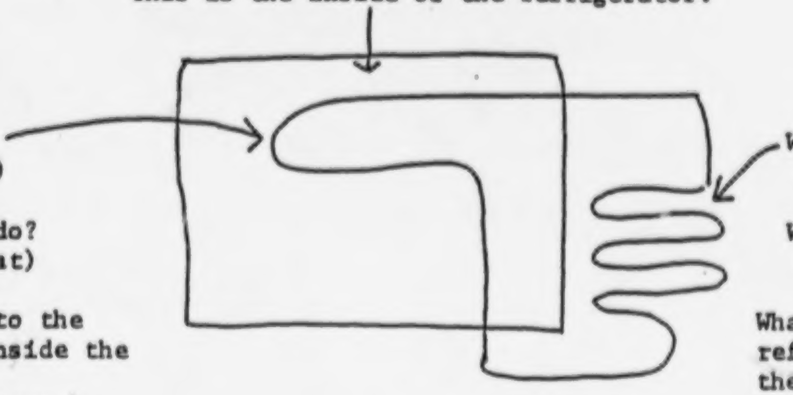
TR-2.3

(Ask) What is the name of the material that flows inside the system?

(Continue pointing to the diagram as you explain.)
When the refrigerant goes into the evaporator, it is a liquid--like water. As it flows through the evaporator it absorbs heat and changes into a gas, sometimes called a vapor. In other words, the refrigerant evaporates. Then this vapor goes into the condenser. In the condenser the refrigerant releases heat and changes back into a liquid. The refrigerant condenses. The refrigerant continually changes back and forth between a liquid and a gas. This is called the refrigeration cycle. This cycle repeats itself over and over again.

Now, let's review. (Draw a rough sketch on the blackboard which looks something like the one which follows. Ask the questions, waiting for students' responses.)

This is the inside of the refrigerator.



A

What is this?
(evaporator)

What does it do?
(absorbs heat)

What happens to the refrigerant inside the evaporator?
(becomes a vapor)

B

What is this?
(condenser)

What does it do?
(releases heat)

What happens to the refrigerant inside the condenser?
(becomes a liquid)

Now, I would like to pass out a little quiz to see if you have understood the basic concepts of the refrigeration cycle. On the quiz, complete the sentences by filling in the blanks.

FOLLOW-UP:
Following the instructions given in the "Adapting Lecture Presentations" Activity, proceed with follow-up.

NOTE: After participants have completed the quiz which follows this lecture, you may want to briefly discuss the difference in the format of the two quizzes. The first quiz required students to write long responses to open-ended questions--a task which is very language dependent. The second quiz required students to fill in blanks only, and is therefore much less dependent on knowledge of sentence structure, grammar, etc. The important point is that the test format can greatly influence student performance--regardless of their knowledge of the content being tested. The more language dependent a test is, the poorer the performance of limited English proficient students will be.

ADAPTING TESTING STRATEGIES

Other suggestions to keep in mind in preparing students or administering tests are:

- Provide frequent checkpoints prior to test.
- Inform students of evaluation measure, especially as it relates to technical language. Will the students need to identify an object, name the object, describe the object and its uses, use the object?
- Provide exercises and reinforcement activities using test formats to teach test-taking skills.
- Eliminate time constraints. If extensive reading or essay writing is required, divide test in two. LEP students need more time to read a test and to develop a written response.
- Allow the use of a bilingual dictionary. Most of these resources do not include technical terms nor enough information to answer questions related to procedures, processes or concepts.

H-1

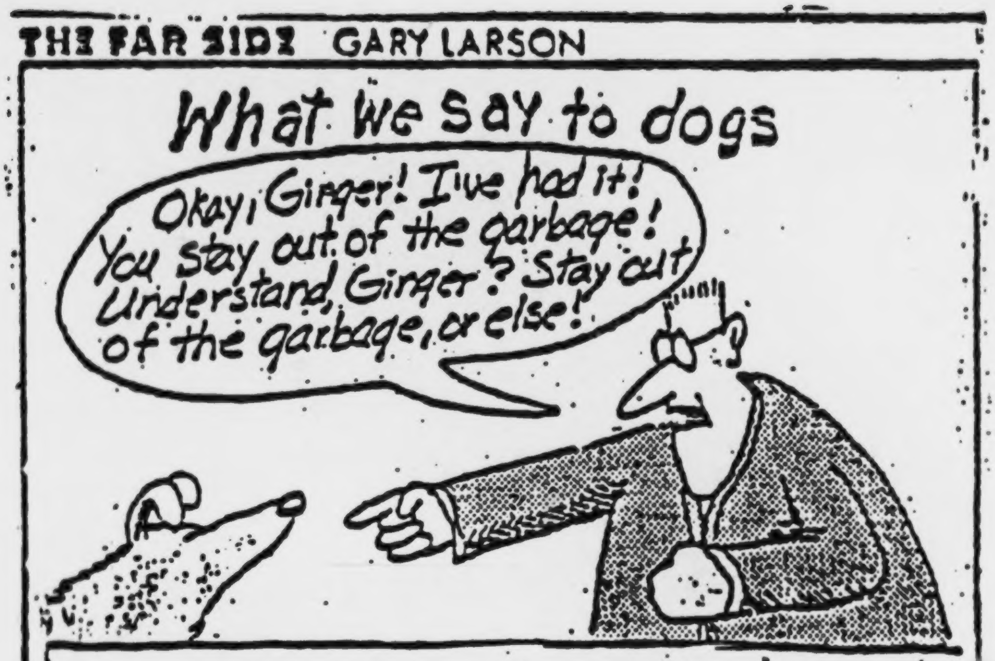
LECTURETTE TECHNIQUES CHECKLIST

These techniques for presenting information in a lecture situation are good for any audience, but they are especially effective when working with limited English proficiency (LEP) students.

AFTER YOU TEACH EACH LESSON, EVALUATE YOUR OWN EFFECTIVENESS IN TEACHING LEP STUDENTS BY COMPLETING THIS CHECKLIST.

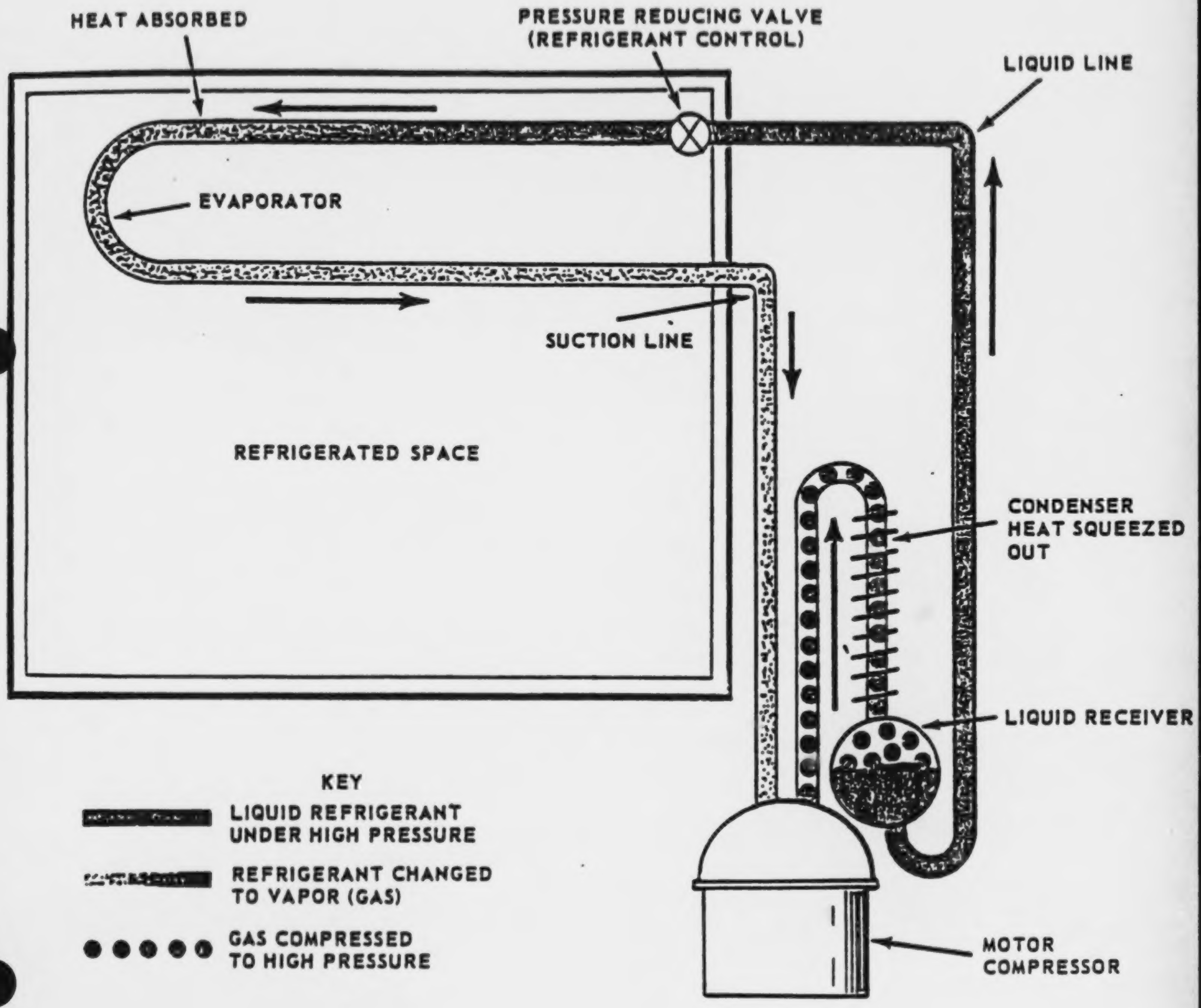
		DID YOU	1 Hardly	2 Sometimes	3 Often	4 Consistently
Language	1.	Speak clearly and at a moderate speed?	☐	☐	☐	☐
	2.	Form short, structurally simple sentences?	☐	☐	☐	☐
	3.	Keep terminology constant, avoid too many alternative expressions and slang?	☐	☐	☐	☐
	4.	Repeat key vocabulary, both within sentences and separately?	☐	☐	☐	☐
Content	5.	Introduce the main idea before you "dove into" the lesson?	☐	☐	☐	☐
	6.	Present information in small, discrete places?	☐	☐	☐	☐
	7.	State important concepts several times, varying sentence structure to get points across?	☐	☐	☐	☐
Multisensory Communication	8.	Use physical gestures and "body language" to demonstrate a point or procedure?	☐	☐	☐	☐
	9.	Use visual aids? - Actual tools and equipment, pictures, charts, your own drawings on blackboard, slides, films, etc.	☐	☐	☐	☐
Comprehension Checks	10.	Ask comprehension questions during the presentation? - First, YES/No questions - Then, "Which, what, where, when" questions which require only one or two-word answers - Finally, open-ended "how" and "why" questions	☐	☐	☐	☐

0-1

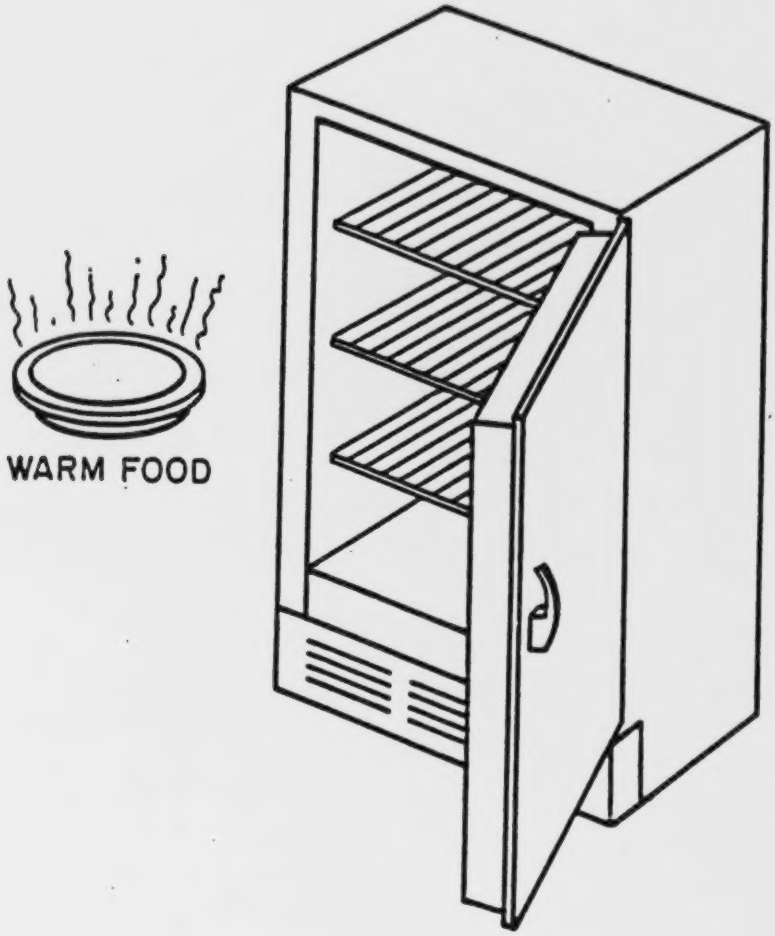

THE FAR SIDE GARY LARSON
What we say to dogs
Okay, Ginger! I've had it! You stay out of the garbage! Understand, Ginger? Stay out of the garbage, or else!
What they hear
blah blah GINGER blah blah blah blah blah blah blah blah GINGER blah blah blah blah blah...
10-25 © Chronicle Features 1983 Larson

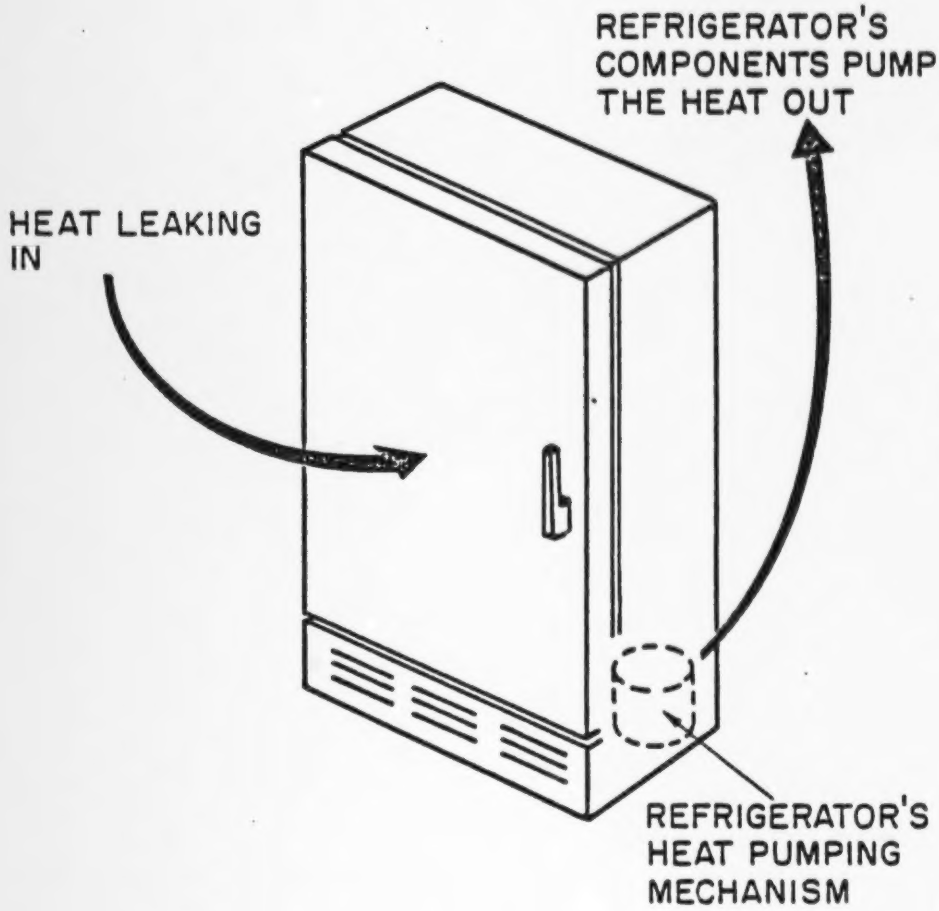
0-2

REFRIGERATION CYCLE


HEAT ABSORBED
PRESSURE REDUCING VALVE (REFRIGERANT CONTROL)
LIQUID LINE
EVAPORATOR
SUCTION LINE
REFRIGERATED SPACE
CONDENSER HEAT SQUEEZED OUT
LIQUID RECEIVER
KEY
LIQUID REFRIGERANT UNDER HIGH PRESSURE
REFRIGERANT CHANGED TO VAPOR (GAS)
GAS COMPRESSED TO HIGH PRESSURE
MOTOR COMPRESSOR

0-3




REFRIGERATOR'S COMPONENTS PUMP THE HEAT OUT
HEAT LEAKING IN
REFRIGERATOR'S HEAT PUMPING MECHANISM

QUIZ (Unadapted Version)

The Refrigeration Cycle

1. What is the definition of a refrigerator?

2. What is the function of the evaporator?

3. Where is the refrigerant and what does it do?

4. Which mechanism of the refrigeration unit is responsible for giving off heat?

H-3

QUIZ (adapted Version)

The Refrigeration Cycle

INSTRUCTIONS: Fill in the blanks with the correct word.

1. A refrigerator operates by removing____________________.

2. A refrigerator has an evaporator and a ____________________.

3. The ____________________absorbs heat inside the refrigerator.

4. The condenser______________________ heat outside the refrigerator.

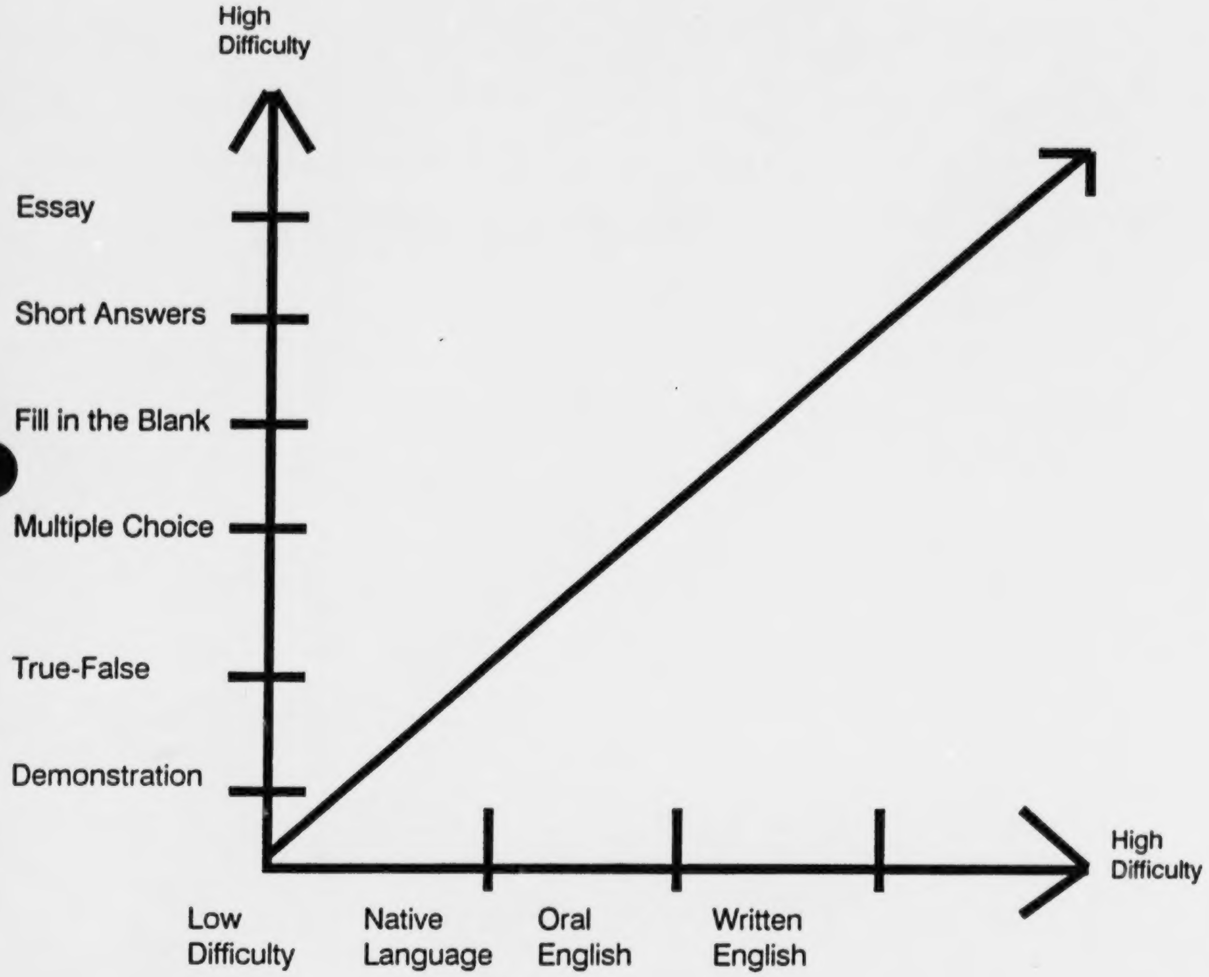
5. This __________________ repeats itself over and over again.

6. The substance inside the evaporator and the condenser is called _______________.

7. It changes formla liquid to a ______________ inside the evaporator

8. Then it changes back to a liquid inside the ______________.

ADAPTING/SELECTING TESTING STRATEGIES


High Difficulty
Essay
Short Answers
Fill in the Blank
Multiple Choice
True-False
Demonstration
High Difficulty
Low Difficulty
Native Language
Oral English
Written English

Other Suggestions:

1) Provide exercises and practice using test format to teach test-taking skills.
2) Eliminate time constraints.
3) Provide frequent check points prior to test.
4) Clarify your expectations.
5) Allow for retesting.

BVEP 10/81

BRIDGING THE COMMUNICATION GAP: TIPS FOR TEACHING THE LEP STUDENT

by

Jeanne Lopez-Valadez

Vocational programs, whether at the high school, adult or post-secondary level, have provided thousands of students with marketable job skills. Despite this achievement, a significant portion of the population remains virtually unserved by such programs. This group consists predominately of persons with limited English proficiency (LEP). The term LEP is used to characterize individuals who speak a language other than English and who do not possess enough English to take full advantage of educational opportunities.

Since few LEP persons have had access to vocational programs, most vocational teachers are inexperienced and even unaware of the LEP population. This is beginning to change as vocational programs are faced with large influxes of refugees and vocational mandates regarding special needs learners. The resulting increase in LEP enrollments means that more vocational teachers are being confronted with the challenge of training LEP students. Considering the scarcity of vocational teachers that are bilingual other strategies are being found to bridge the communication gap. In some cases this has involved changes in staffing and resources; in others, modifications to the mode of instruction.

Whenever possible, bilingual teacher aides or tutors are teamed with a monolingual vocational instructor. These resource persons provide assistance to the LEP student in class or out of class, individually or in small groups. Vocational materials in the student's native language are another vehicle for supplementing instruction in English. These supplementary bilingual materials typically contain: learning objectives, safety rules, brief descriptions of concepts or processes, simplified procedures, and technical vocabulary lists.

Vocational teachers working with LEP students, particularly without the assistance of bilingual supports, must rely on adapted teaching techniques that facilitate communication. These strategies make use of simplified language, non-verbal reinforcement, multisensory techniques, etc. They are being drawn from the field of bilingual education and second language teaching as well as the trial and error experiences of vocational teachers. Following are examples of how to modify instruction for the LEP student.

CONTROL LANGUAGE

As professionals, vocational teachers have a highly specialized language that is often unintelligible even to an educated person outside the same field. In contrast, LEP students do not even possess the basic vocabulary and language skills most native English speakers bring to the classroom. As a result, it is difficult for LEP students to understand explanations given for concepts, [illegible] or procedures. In response to the student's limited English proficiency, a teacher will tend to speak louder or in pidgeon English, neither of which is helpful. However by simplifying language, vocational teachers can communicate the same information without diluting content. When lecturing, teachers should try to:

- Keep terminology constant. Begin by using generic terms like screwdriver instead of flathead or Phillips. Use simple terms students may already know such as material instead of fabrics.
- Use simple, short sentences and repeat key terms often instead of using pronouns. Example:
  This is a horizontal bandsaw.
  The machinist uses a horizontal bandsaw to cut parts to size.
  The machinist saws parts to size on a horizontal bandsaw.
- Try to speak clearly and a little slower, not unnaturally slow though or the student will not understand other English speakers.
- Present information in small, discrete and sequential steps. It may not be important to explain all the uses, problems, procedures at the same time. For example, one can postpone teaching how to measure all dry ingredients, if the only item used in that lesson is flour.
- Pay attention to non-verbal communication. Use body language and actions to reinforce oral statements. Instead of just telling the student to open a ledger or use the lag screw, open a ledger and show the class a lag screw as you talk about it. Place the student near the front where s/he can observe your face and actions.

USE MULTISENSORY TECHNIQUES

LEP students differ not only in the amount of English they know but also in the language skills in which they have greater ability. One student may understand and be able to respond orally. Another student may have studied English as a foreign language and can therefore read and write simple English but be unable to speak or understand spoken English. Even for those with a higher

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ability to comprehend spoken English, the task of understanding a teacher's lecture requires a great deal of concentration. When a teacher relies too heavily on lecturing, an LEP student is apt to tune out or be excluded from participation.

Using a diversity of techniques that do not rely on only one nguage skill helps to minimize the language barriers for LEP tudents. It also affords a variety of learning opportunities for students with other learning needs.

- Teachers should increase the use of demonstrations and allow for more hands-on experiences.
- Teachers should limit time spent lecturing and include both verbal and non-verbal activities in each lesson.
- Teachers should provide key information both orally and in writing. When lecturing, for example, write on the blackboard the key words, steps, concepts, etc. as you speak or refer to handouts. Assignments should also be given in writing and orally. Since not all languages use the same writing system, it is helpful to print when writing on the board. This is also an aid to students with limited literacy skills.
- Teachers should encourage pair or group projects so that peer modeling and tutoring can take place. Whenever possible pair an LEP student with a bilingual student of his/her own language background.
- Teachers should use different kinds of media to explain a concept or procedure. Teacher-made overheads and slides are particularly helpful. Even films or filmstrips in English can be helpful if they are well illustrated. A picture is worth a thousand words.

SUPPLEMENT READING MATERIALS

The amount of reading required in vocational classes varies mong training areas, training level and instructional style. When e reading is in technical manuals or textbooks, the literacy and language demands are extensive, generally well above the average student's ability level. For an LEP student the reading demands are even greater since they tend to focus on every word without being able to discriminate between unimportant and key words. If alternate methods for introducing the same information are not feasible, then strategies for increasing reading comprehension can be implemented, such as:

- Teach students to use chapter and section headings, graphs, indexes and other resources to skim texts for salient concepts.
- Provide study questions or fill-in-the blank exercises to use with text.
- Supplement text with study guides, lists of key terms, extra visuals depicting concept or procedure. These are particularly helpful when translated into the students native language.
- Tape record key passages for use by LEP students while reading.

DEVELOP STUDENT'S VOCABULARY

The main responsibility for developing the LEP student's English proficiency generally rests with an English-as-a-Second Language teacher or tutor. However there is much a vocational teacher can do to help the LEP student learn the vocabulary of the ocational field.

- Teachers can label important classroom equipment, tools and work areas.
- Teachers can provide students with key vocabulary prior to each class or lesson. Vocabulary can be introduced using bilingual lists/glossaries, flash cards or slides and cassettes. Key terms should include both technical words new to all students and basic or sub-technical language needed to understand new concepts or procedures. For example, in a lesson on the procedure for performing an E.K.G., the student will learn technical terms such as electrodes, graph paper, to take a recording, pads, etc. The student must also know non-technical words like secure vs. loose, straps, proper, names of parts of the body, patient, machine, take, put, stimulate, etc.
- Teachers can develop large posters with labeled illustrations or pictures. Catalogues and other promotional materials are excellent sources of visuals.
- Teachers can work with a language instructor to develop coordinated lessons.

CHECK COMPREHENSION

Of major concern to vocational teachers is how to ascertain whether students comprehend the instruction. Unfortunately most vocational teachers will typically ask LEP students if they understand, without realizing LEP students are apt to say "yes" simply to avoid further query. Furthermore, in some cultures, to tell a teacher one does not understand is tantamount to accusing the teacher of incompetence. More viable alternatives require students to demonstrate understanding or supply information, such as:

- Question student about what has been taught. Always start with questions requiring a yes/no answer, then ask "wh" question and finally how and why questions. For example:
  1. Does the punching station read the program cards?
  2. What basic food group does cottage cheese fall into?
  3. How is paneling applied?
- Ask student to point to a machine part, instrument, location on technical drawings, section of a form, etc.
- Have student show you how to perform a task.

ADAPTING TESTING STRATEGIES

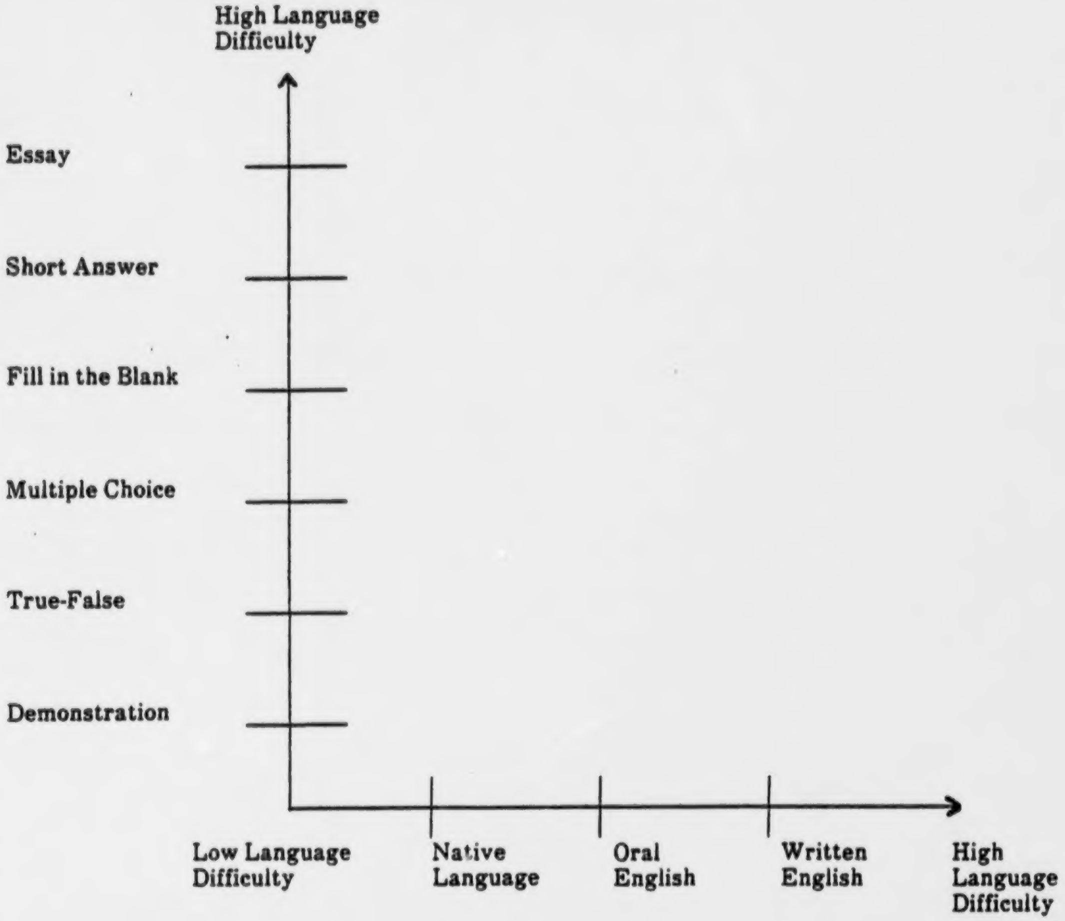
In evaluating a student's knowledge, often times the testing format or language interfers. As a consequence, one ends up measuring test-taking skills and language proficiency. This is particularly true in testing the LEP student. By selecting a test format that requires less reading comprehension or writing skills, the language difficulty is lowered. Figure 1 ranks the language difficulty of various test formats and language modes.

Other suggestions to keep in mind in preparing students or administering tests are:

- Provide frequent check points prior to test.
- Inform students of evaluation measure, especially as it relates to technical language. Will the student need to identify an object, name the object, describe the object and its uses, use the object?
- Provide exercises and reinforcement activities using test formats to teach test-taking skills.
- Elliminate time constraints. If extensive reading or essay writing is required, divide test in two. LEP students need more time to read a test and to develop a written response.
- Allow the use of a bilingual dictionary. Most of these resources do not include technical terms nor enough information to answer questions related to procedures, processes or concepts.

Figure 1

Testing Language Difficulty Scale



CONCLUSION

Acquiring any new skill requires practice. In this case, the LEP student needs non-threatening opportunities to acquire the vocational and language skills and vocational teachers need time to internalize these new techniques. Mutual understanding and patience will provide the needed support for both.

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Troike, Rudolph C., Golleb, Lester, S., & Lugo, Ismael. **Assessing Successful Strategies in Bilingual Vocational Training Programs.** Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Arlington, VA: Inter-America Research Associates, Inc., 1981.

NAME OF ACTIVITY: VESL: English For The Job

OBJECTIVES: Participants will be able to:

1) Name three differences between VESL (Vocational English as a Second Language and general purpose ESL.
2) Identify the different types of VESL and their appropriateness depending on the needs of the students.

TIME:	Group Size:	Physical Setting:	Equipment
45 Min.	10-30	Theatre Style	Overhead projector

MATERIALS:

Internal combustion Gasoline Engine Reading, H-1
Discussion notes for Reading, TR-1
Vocational English as a Second Language, O-1
Overview of Vocational ESL, TR-2
Samples of VESL Instructional Materials and Lesson Plans, O-2 through O-8
Self-gathered VESL Materials and Transparencies

PROCEDURE/SUGGESTED ACTIVITES:

* Distribute copies of vocational reading (H-1) to participants. Ask them to read the text silently, identifying aspects that make it different from readings commonly used in general ESL classes.

* Ask participants to name the aspects they identified and give their views on the teaching implications. Guide the discussion, making sure that the most important aspects have been identified. See TR-1

* Explain that although the reading deals with a specific technical topic and can be used in a VESL course, Vocational ESL can also involve more general job related topics.

* Using O-1 as a visual, give brief lecturette on the three main varieties of VESL (see TR-2). Emphasize the competency-based focus of VESL. Mention that the varieties can and do overlap, but that the distinctions are helpful in designing VESL curricula.

* Inform participants that you will now "quiz" them on their ability to categorize sample instructional materials and lesson plans according to which type of VESL they represent. Show overheads/transparencies O-2 through O-8 and additional transparencies that you have made from public domain or commercially available materials. Have participants respond orally to each sample as you show them. Discuss responses, pointing out significant features of samples.

PROCEDURE/SUGGESTED ACTIVITIES (Cont.)

Key: O-2 Occupation specific (Nursing)
O-3 General employment
O-4 Occupational cluster
O-5 General employment
O-6 Occupation specific (Machine Tool)
O-7 Occupational cluster
O-8 Occupation specific (Cooking)

* Ask participants to identify for the group any VESL materials they have used and found especially helpful, including materials they have developed in local programs. Mention that many VESL materials have been locally produced to meet the needs of individual programs.

* Circulate or have on display samples of locally developed and commercially available VESL materials.

FOR ADDITIONAL INFORMATION:

Chinatown Development Resources Development Center (1985). Promising Programs and Practices: Vocational Education for Limited-English-Proficient Adults. Sacramento, CA: California Community Colleges.

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Shay, G.F. (1983). Activities for VESL Vocabulary Cards: A Handbook for the Vocational ESL Educator. Phoenix, AZ: Arizona State Department of Education, Vocational Instructional Access Unit.

H-1

DISCUSSION: How does this reading differ from those commonly used in general ESL classes? What are the teaching implications?

INTERNAL COMBUSTION GASOLINE ENGINE

The gasoline engine was invented over 100 years ago. Since then, this type of engine has been used in millions of automobiles. Most automobiles today are still powered by gasoline engines.

The gasoline engine is called an internal combustion engine because gasoline is burned inside of a closed space in order to produce power. How does the fuel, gasoline, produce power? When gasoline mixed with air is burned, a small explosion takes place. If this happens inside of a closed container such as the one in Figure 1, pressure from the explosion blows the lid off the container. This is a form of power.

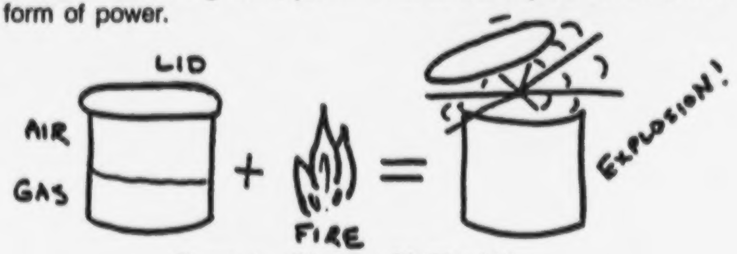


Figure 1: Blowing Off The Lid

The power that is produced by the explosion must be controlled. To do this, the lid must stay inside the container. In an automobile engine, this "lid" is called a piston, and the container is the cylinder. The piston is connected to a connecting rod, and the rod is connected to crankshaft. The moving piston pushes on the connecting rod and turns the crankshaft, Figure 2.

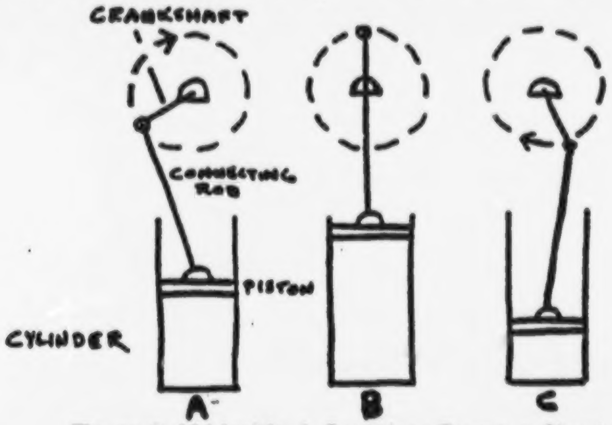


Figure 2. Lid Inside A Container Forms a Simple Engine.

As you can see in Figure 2, a simple explosion does work in a reciprocating (up and down) motion. This reciprocating motion is changed to rotary (circular) motion. The rotary motion produced by the engine is transferred to the wheels of the automobile.

Source: VESL for Industrial and Technical Training (VITT) Curriculum. Northwest Educational Cooperative, 1989.

DISCUSSION NOTES FOR READING

"INTERNAL COMBUSTION GASOLINE ENGINE"

OUTSTANDING FEATURE IN TEXT	EXAMPLE(S) FROM TEXT	TEACHING IMPLICATIONS FOR ESL
Many passive voice constructions	automobiles are powered by gasoline engines explosion must be controlled	Teach understanding of passive constructions early in course. Don't wait until easier constructions have been "mastered."
Conditionals (If and When)	If this happens When there is an explosion	Teach simple conditionals, i.e. the language of cause/effect early in course.
References to visuals	Such as the one in Figure 1 As you can see in Figure 2	Encourage students to use information in visuals, e.g. much technical vocabulary is clarified in the diagrams.
Much important "subtechnical" vocabulary	power, explosion, pressure, force	Explain and drill subtechnical vocabulary which cross-cuts many occupational areas within a given "cluster".
Lack of main idea, inferences and conclusions commonly found in more general texts		Have students practice reiterating the important information in the reading, e.g. restate the steps in a procedure or process.
OTHER		
GENERAL IMPLICATION: A GRAMMAR-BASED APPROACH TO TEACHING ENGLISH NEEDS TO BE REPLACED BY A MORE PRACTICAL, FUNCTIONALLY-BASED APPROACH.		

VOCATIONAL ENGLISH AS A SECOND LANGUAGE

VESL

A. GENERAL EMPLOYMENT VESL

Examples: "Job Search VESL"

"Workplace Communication VESL"

B. OCCUPATION SPECIFIC VESL

Example: "Machine Tool"

C. OCCUPATIONAL CLUSTER VESL

Example: "VESL for Industrial Occupations"

OVERVIEW OF VOCATIONAL ESL

Vocational ESL (VESL) instruction focuses on teaching English that students can apply in vocational settings. It considers the specific language demands made on a student in a particular vocational environment and teaches the language skills that are essential to functioning in that environment. Just as vocational curricula are designed to teach a repertory of hands-on skills, VESL curricula are also competency based. VESL instruction thus differs from generic ESL instruction in which the curriculum is based on the concept of mastering a succession of grammatical structures. Because VESL is content based and goal oriented, functional competency is of primary importance and grammatical competency is developed within a natural context.

There are several types of VESL. They overlap, but generally speaking can be divided into three categories: general employment ESL, occupation specific VESL, and occupational cluster VESL. The educational background and vocational goals of the students will determine which type of VESL will be most appropriate.

General Employment VESL

This type of ESL develops language skills for job seeking and job keeping students seeking employment, of example, must know how to contact potential employers, fill out job applications, and most importantly, talk about their educational background and work experience. ESL which teaches job finding skills is sometimes termed pre-vocational ESL.

Retaining a job and advancing on the job requires another set of general employment related language skills. Students must learn how to clarify and verify important information on the job. This includes saying when something has not been understood, asking someone to rephrase a statement, and repeating information to demonstrate understanding. Task performance is another key competency area. Workers must be able to follow and give instructions, ask questions that help them complete their work, respond appropriately to criticism and interruptions, and report completion of tasks. Further, students need to be taught general job maintenance skills, such as reading schedules, filling our forms and discussing problems related to work. Finally, employees usually need to be able to interact with other workers socially. Greetings, farewells and "small talk" are among the key elements.

General employment ESL is appropriate for almost any students who is either employed, seeking employment or participating in a vocational training program which leads to employment. In the latter case, students typically receive general employment ESL near the end of training as they begin their job search. However, general employment ESL can be taught from the very earliest stages of English language development and does not require that students have already mastered a predetermined amount of grammar.

Occupation Specific VESL

Many ESL students can greatly improve their career outlook by completing vocational education programs. There are programs which prepare them for specific jobs which require less than a four-year bachelor's degree for entry. Vocational program often appeal to ESL students for the same reasons they appeal to other students-they are practical, task-oriented, and can lead to good well-paying jobs.

Students enrolling in vocational programs need ESL instruction adapted to the demands of job training. Occupation specific VESL can make the difference in a student's ability to deal successfully with vocational training and the related job. This type of VESL is also appropriate for workplace programs where employees are improving their communication skills on the job.

Occupation specific VESL is often conducted concurrently with actual vocational training. Auto Mechanics VESL, for example, teaches the names of tools and equipment, and stresses the ability to take instructions, give a diagnosis and summarize technical procedures. As much as possible, the instructor uses authentic manuals, diagrams, tool and other realia to teach vocationally-related language. Both technical (spark plug, distributor) and subtechnical (adjust, measurement) are emphasized.

In addition to teaching the language skills and vocabulary which are specific to a particular field, this type of VESL instruction also emphasizes such competencies as: request materials, follow directions, verify information, state problems and ask for assistance. Although grammar is not the focus of the lessons, the grammatical structures which play an important role in performing these tasks as well as those encountered in the vocational reading materials are emphasized.

Occupational Cluster VESL

Providing job-specific VESL is a very effective way to ensure that students make the transition to future jobs. It may not always be feasible, however, to offer the type of course when there are not enough students enrolled in one vocational field. A relatively new model which addresses this concern is the "Cluster VESL" model. Cluster VESL curricula teach English Vocabulary and skills that are common to occupations within a given vocational cluster. Vocabulary development, for example, focuses on the subtechnical terms that are critical to all occupations within a cluster area. vocational clusters typically cited are Health, Business, Trade and Industry, Home Economics, and Agriculture. Further and different cluster divisions are of course possible.

The Cluster VESL approach is an attempt to achieve a synthesis between overly general and overly specific approaches to employment-related ESL, and seems to be a promising model for curriculum design. Cluster VESL can be offered before vocational training is offered, and thus may be the ideal type for transitioning adults who have already learned a trade or profession in their native language but need focused practice in English in order to transfer their knowledge to an English-speaking work environment.

0-2

PART-OF-SPEECH IDENTIFICATION

Circle words in the following list that are objects (things) a patient uses. Put a check [ ] by the words in the list that are actions a s=nursing assistant does.

bedpan
observe
aquamatic K-pad
wheelchair
strip
assess
transfer
walker
catheter

SCRAMBLED DEFINITIONS

Put the words of the definition in the correct order.
EXAMPLE: extend: out/straighten/to
to straighten out

1. senility: because/weakness/and/aging/mind/of/body/in

2. ambulatory: walk/to/able

3. arrest: function/of/the/sudden/a/stopping

Taken from Activities for VESL Vocabulary Cards.
Gail Shay, Developer. Arizona Department of Education, 1984.

UNDERSTANDING BENEFITS

A. When you apply for a job, you not only need to know how much money you will make, but also what benefits you will get.

Benefits add to your income in special ways. Full-time workers usually get full benefits. Part-time workers often don't get all the benefits their company offers. Discuss the following benefits with your teacher.

1. Vacations: When you work, you usually receive one or two weeks of paid vacation each year. This means you don't get more vacation days the longer you work for a company. After two years, you may get ten vacation days; after five years, you may get 15 vacation days. Sometimes you can tell your company when you want to take your vacation.

2. Paid holidays: A holiday is when people celebrate a special day. For example, on January 1st, people celebrate New Year's Day. School, offices, and most businesses are closed. People stay home and celebrate with their family and friends. On holidays you don't have to go to work, but you are paid. What are some the paid holidays in the U.S.?

1. ____________________ 5. ____________________

2. ____________________ 6. ____________________

3. ____________________ 7. ____________________

4. ____________________

Sometimes stores have sales on a holiday. If you are employed as a clerk, you may have to work.

Source: speaking Up at Work. The International Institute of Minnesota. C. Robinson J. Rowekamp.

0-4

ORAL PRESENTATIONS

Prepare a 3-5 minute oral presentation on a mechanical process and present it to the class. As your topic, choose a mechanical appliance or utensil you have at home (such as a toaster, a opener, etc.) and explain in simple terms how it works.

Use this outline to prepare your presentation.

TOPIC: "How a ____________________ Works".

Introduction

A. Who uses it.

B. Its function.

Mechanical Process (how it works)

A. First, ...

B.

C.

D.

E.

Conclusion

In addition to preparing your presentation, prepare two questions about your topic. After you have done your presentation, ask the class your questions to check their comprehension. Make sure that you have given the answers to your questions in the presentation.

Question	Answer
1. ____________________	____________________
2. ____________________	____________________

Source: VESL for Industrial and Technical Training (VITT) curriculum.

TOPIC: Clarification/Verification

INSTRUCTIONAL UNIT 1
TRACK CORE

SAMPLE ORAL LANGUAGE

Supervisor:	Do you understand?/Do you get it?	
Worker:	Yes, I understand./I get it.	
Supervisor:	Get it?	
Worker:	I'm sorry, I don't understand. (please repeat that.)	
Worker:	(doesn't understand something) Could you repeat that, please? Could you speak more slowly, please?	

VOCABULARY

get it, got it

repeat

slowly

SAMPLE WRITTEN LANGUAGE

Source: Competency Based Curriculum General VESL. Project Work English , NEC. Des Plaines, IL: Northwest Educational Cooperative.

GRAMMAR FOCUS

Modal verb: Could
(polite request)

Imperatives

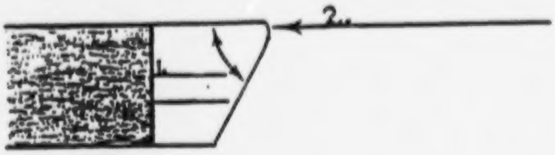
0-6

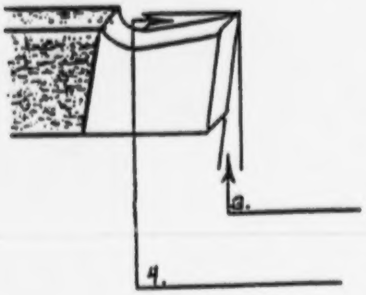
Machine Shop Functions

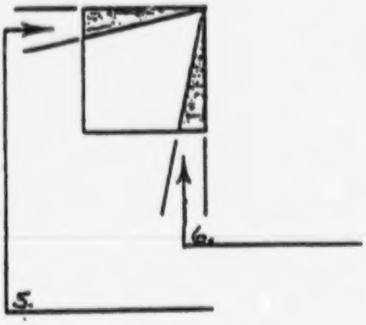
11B

WORKSHEETS

DIRECTIONS: Write the name of each tool bit angle in the blank next to the number.







7. What are the 6 steps to grind a tool bit? (Write the 6 steps)

STEP 1. ____________________

STEP 2. ____________________

STEP 3. ____________________

STEP 4. ____________________

STEP 5. ____________________

STEP 6. ____________________

Source: Machine Shop Fundamentals: Student Workbook, Illinois State Board of Education. Macomb, IL: Curriculum Publications Clearinghouse, 1982.

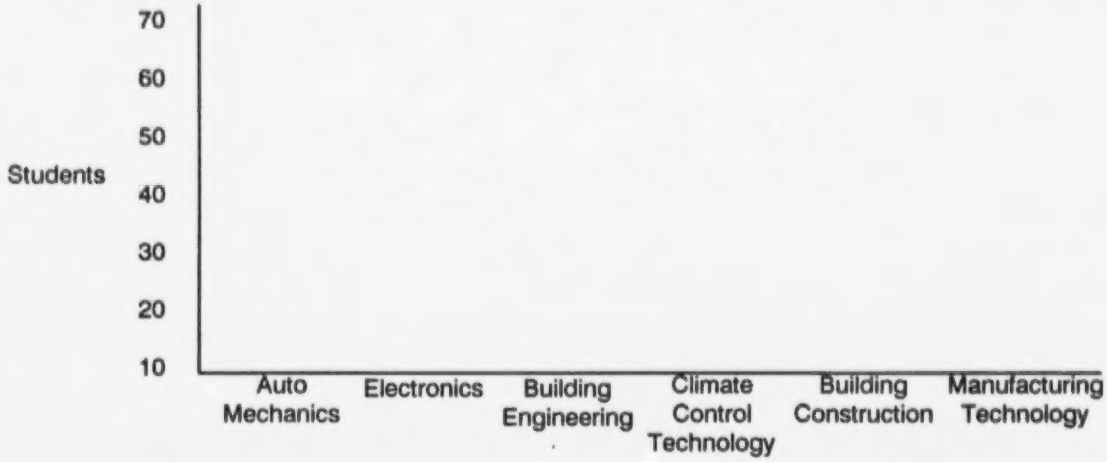
O-7

Graphs and Charts

A. Complete the chart on the basis of the information given in the reading. Use an "X" to mark the appropriate boxes.

	Associates Degree	Certificate	On-the-Job Training	Job Placement	Weeekend Courses
Auto Mechanics					
Electronics					
Building Engineering					
Climate Control Technol.					
Building Construction					
Manufacturing Technology					

B. Based on the information in the reading, make a bar graph which shows the enrollment for each program in the year 1988. The bar for "Auto Mechanics" has been done for you.



PROGRAM ENROLLMENT AT MONROE TECHNICAL COLLEGE FOR 1988

Source: VESL for Industrial and TechnicalTraining (VITT) Curriculum. Northwest Educational Cooperative. 1989.

O–8

COOKING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Clean and prepare fresh fruits and vegetables.

LANGUAGE COMPETENCY (IES):

T-5 Comprehend and identify fruits and vegetables.
F-3 Describe function and usage of basic cutting instruments.
T-2 Follow and give basic, multiple step instructions.
C-7 Verify comprehension by repeating a word, phrase, or set of instructions

GRAMMATICAL FOCUS:

WHAT, HOW, YES/NO questions, imperative, infinitives, present passive, sequence adverbs, prepositional phrases

LANGUAGE SAMPLES: (Listening/Speaking)	
Instructor: What vegetables do you peel? Trainee: You peel carrots, potatoes,	Source: VESL for Cooking: A Competency-Based CurriculumGuide.Project OSCAER NEC Curriculum Publications Clearinghouse
Instructor: How are carrots peeled? Trainee: Carrots are peeled with a peeler.	
Instructor: What is a paring knife used for? Trainee: For removing cores and seeds.	
Instructor: First, you wash them in warm soapy water. Traniee: Soapy? Instructor: Yes, that's right.	

Vocabulary:
Names of fruits, vegetables, and utensils used for preparing them (see vocabulary for vocational competency #19): related action verbs; expression such as USED FOR, USED TO, question word HOW

ACTIVITIES:

- Substitution drills: practice names of fruits and vegetables, utensils, and verbs related to preparation
- Sequencing exercises: teach sequence adverbs and emphasize important vocabulary
- total physical phrases related to the vocational task positional phrases related to the vocational task
- Question/Answer drills: practice grammatical forms and vocabulary
- Two-sided dialogues and/or role play: practice giving instructions, asking for verification, and describing function of utensils

MATERIALS:
Actual foodstuffs and utensils, if available; pictures of same; separated pictures and/or written steps of a procedure which students can organize into correct sequence.

EVALUATION:

- Given oral instructions, trainees perform a procedure
- Asked questions, trainees give brief answers to demonstrate knowledge of names, functions of utensils, and procedures
- Trainees give instructions for preparation of a particular fruit or vegetable from start to finish, using appropriate connectors and sequence adverbs.

NAME OF ACTIVITY: READING MADE EASY..."ER"

OBJECTIVES: Participants will be able to:
- * Identify three barriers to successful reading comprehension.
- * Name three sources for bilingual or adapted vocational resources.
- * Describe at least 5 activities to improve LEP students' reading comprehension.

TIME:	GROUP SIZE:	PHYSICAL SETTING	EQUIPMENT:
1-1/2 hr.	12-50	Theatre or small Tables	Overhead Projector and screen

MATERIALS:

Reading as experienced by many students, H-1
Pre-reading and Reading and Post-reading Activities, O-1
Clearinghouses, (Tab 9)
Reading Activities H-2
Short reading from vocational test of your choice
Lecturette TR-1
Important Verbs, Accounting, O-2
Vocational Competency, 15, O-3
Paper Element Cleaner, O-4
Machine Shop Fundamentals - Study Questions, O-5
Adding Visuals - Machine Tool, O-6
Sales Discounts (Korean) , O-7
Loosen the Bolt with Oil, O-8
How to use a Tab Mechanism, O-9
How to make a Cloze Test, H-3
Study Guide, H-4
Guidelines for Preparing Study Guides, H-5
Possible Uses of Study Guides, H-6
Basic Principles, O-10
Study Guide, Air Cleaners, O-11

PROCEDURES:

- * Introduce session by explaining the importance of making reading materials accessible.
  - Reading an extension of oral instruction.
  - Technological changes will require literate workers to be retrained.
- * Ask participants to read H-1. After a few minutes ask participants if they understand the reading. If not, why? Was the vocabulary difficult?

- Tell audience Sally has some neighbors she is trying to get rid of. Now have participants re-read story. State the importance of having a context or reference point when reading.

- Explain or ask participants why reading is more difficult for LEP . (TR-1)

- Introduce concept and function of pre-reading, reading and post-reading activities (O-1, TR-1). Provide lecturette on sample reading activities (O-2 thru O-11 and H-2 thru H-6).

- To introduce skimming, provide participants a short 2-4 page reading from a vocational text of your choice and ask them to read it. Selection should contain subheadings and graphics or charts. (Allow 2 minutes).

- To demonstrate cooperative learning for reading, divide participants into small groups (4-6 people) and have them prepare study guide for reading handout or give each group a reading from a different occupational area. Use team jigsaw to demonstrate cooperative learning strategy.

- Provide worksheet to help each team. Use "Numbered-Heads" together to debrief , or check comprehension using cooperative learning.

- Summarize key points of session.

FOR ADDITIONAL INFORMATION:

Friedenberg, Dr. Joan E. and Bradley, Curtis H. (1984). Instructional Materials for Bilingual Vocational Education. New York: Harcourt-Brace Jovanovich, Inc.

Kagan, Spencer (1989). Cooperative Learning: Resources for Teachers. San Juan Capistrano, CA: Resources for Teachers.

The National Center for Research in Vocational Education, Ohio State University. (1985). Assist Students in Developing Technical Reading Skills. Athens, GA: American Association for Vocational Instructional Materials.

READING AS EXPERIENCED BY MANY STUDENTS

Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers and was delighted when they brought their motorcycles. Unfortunately, she failed to find a Peeping Tom listed in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked but she didn't have a fan that was sufficiently powerful. The obscene phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesman but decided to hang up a clothesline instead. It was the installation of blinking neon lights across the street that did the trick. She eventually framed the ad from the classified section.

PRE-READING ACTIVITIES

READING ACTIVITIES

POST-READING ACTIVITIES

READING ACTIVITIES

PRE-READING ACTIVITIES

- Skimming
- Question Posing
- Vocabulary Development

READING ACTIVITIES

- Highlighting
- Study Questions
- Supplemental Visuals
- Translations
- Tape Recordings of Reading
- Cooperative Learning

POST READING ACTIVITIES

- Comprehension Exercises
- Study Guides
- Cooperative Learning

LECTURETTE

For LEPs, reading is difficult because:

1) LEP students tend to focus on each word in order to translate - lack vocabulary
2) it is the least stressed skill in ESL
3) they may lack the conceptual background
4) they may lack reading skills in native language

If possible, vocational teachers should try to identify adapted or translated materials. To locate available resources, contact national clearinghouses (See Tab 9).

Vocational teachers can help students with existing reading assignments by:

- Providing language resources
- Helping students focus on key points, concepts and terms
- Teaching/reinforcing basic reading strategies

As with oral presentations, reading assignments should have pre-reading, reading and post-reading activities (0-1).

- Pre-Reading Activities - provides a context, helps develop vocabulary, and delineates expectation.
- Reading Activities - help focus reader's attention on main ideas, process, procedures.
- Post Reading Activities - help check comprehension and provide a resource for review.

PRE-READING ACTIVITIES

- Skimming (headings, graphs, charts). See procedures for activity.
- Question posing (What do you want them to know? What will they read about?) Ask participants 2-3 questions to "think about".
- Vocabulary development (bilingual or simplified English listing (0-2, 3).

READING ACTIVITIES

- Highlighting concepts and/or vocabulary (0-4).
- Study Questions (0-5).
- Supplemental Visuals, (0-6).

- Translations (Main Concepts) (0-7).
- Tape Recording of Reading.
- Cooperative Learning - Expert Teams, Jigzaw, etc.

POST READING ACTIVITIES - help check comprehension and provide a resource for review

- Comprehension Exercises - Cloze, Strip sentence, diagrams, comparison charts, etc. (0-8,9,10, H-3).
- Study Guides (0-11, H-4,5,6). Teacher or student developed.
- Cooperative Learning - Numbered Heads; Think-Pair-Share; Start and Share; etc.

0-2

IMPORTANT VERBS - ACCOUNTING

- to add...anadir, sumar
- to apply for...pedir, solicitar
- to audit...intervenir una cuenta
- to borrow...pedir prestado
- to initial...firmar con iniciales
- to cash a check...cambiar un cheque
- to collect...cobrar
- to credit...abonar
- to deduct...deducir
- to owe...deber
- to discount...descontar
- to divide...dividir
- to endorse...endorsar

VOCATIONAL COMPETENCY 15: USE PROPER FOOD STORAGE TECHNIQUES TO PREVENT CONTAMINATION

Nouns

aluminum foil
contamination
container
dirt
dust
facilities
flies
floor
foil
food
foodstuffs
food wrap
freezer
marking pens
plastic wrap
refrigeration
refrigerator
stable
stock
tags
temperature
tin foil
wall
wax paper

Adj./Adv.

clean
closed
covered
dried
frozen
higher
inspected
labeled
less
lower
more
protected
regularly
unwrapped

Verbs

clean
close
cover
inspect
keep
maintain
protect
rotate
steam
store

- Source: VESL for Cooking

0-4

PAPER ELEMENT CLEANER

The paper element, or dry type, air cleaner is most efficient and, in most servicing situations, simple replacement of the element is required. The element consists of special paper formed into an accordian pleated ring and sealed top and bottom by plastic rings, Fig. 24-3.

pleated
sealed

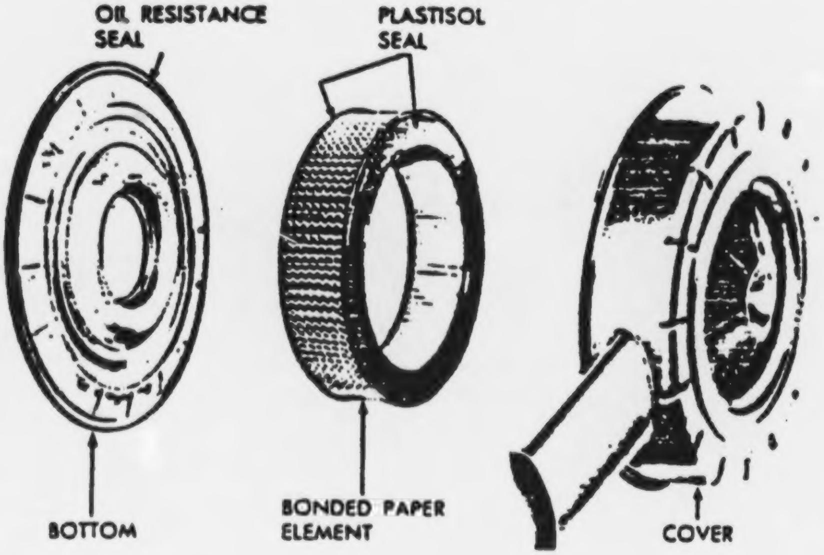


Fig. 24-3. Paper element, dry type air cleaner features plastic sealing surfaces.

The element can be cleaned, if necessary, by removing it from the housing and tapping it against some hard, flat surface to shake off accumulated dirt. Or, Chrysler recommends removing the element and gently blowing out accumulated dirt with an air hose. Direct the air from inside out and keep the nozzle 2 in. away from the element. Paper elements should never be immersed in solvent.

remove
housing
solvent
immerse

STUDY QUESTIONS

DIRECTIONS: Read each sentence. Write the correct word or words in each blank.

Introduction

1. A machinist uses __________ to make parts for many new machines and products.

2. He/She does ____________ on a part to make the finished part.

3. A ___________ is the method (the way) to cut off metal chips from a part to change the size and shape of the part.

4. Remember, the _________ shows the shape and the exact sizes of the finished part.

5. The _____________ of a machine tool cuts metal chips from a part.

6. A machinist does _____________ on parts with machine tools.

7. Most parts need ______________ machine operations.

8. To make finished parts, usually several machinists must do several different machine operations, and they must use different ________________________.

9. ________________ is mass production.

10. Machine operations change the _______________ and _____________of a part according to blueprint specifications.

11. Machinists do _______________ on parts with machine tools.

12. Cutting parts to size with a bandsaw blade is called _____________________.

13. _____________ is a machine operation.

14. The machinist does sawing operations on the ___________ and the __________.

15. Making round parts with a tool bit is called ________________.

16. ______________ is a machine operation.

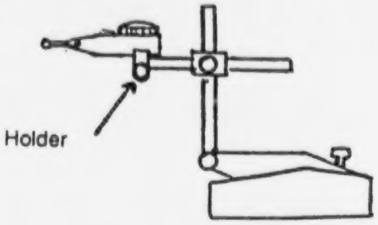
17. The machinist does turning operations on the _____________________.

Adding Visuals - Machine Tools

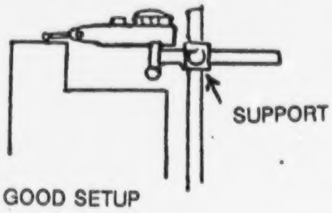
The dial indicator #7029-1 on page 4D6 is small than the dial indicators you used. Its range is .015" on each side of the zero position. Many machine operators, tool makers, and set-up men buy this dial indicator because it is small, easy to position, and inexpensive.

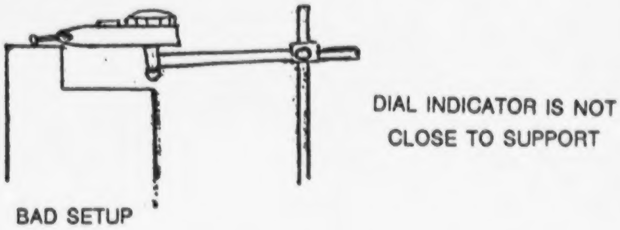
How to set up dial indicator #7029-1

1. Use a good holder to hold the dial indicator.

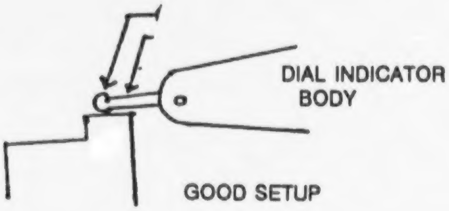


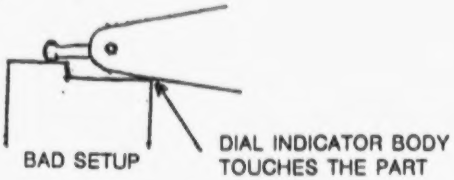
2. Hold the dial indicator as close as possible to the support.


SUPPORT
GOOD SETUP

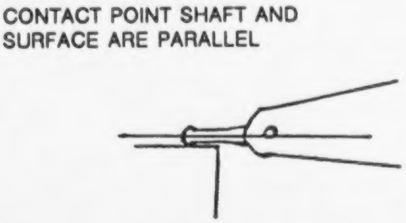

DIAL INDICATOR IS NOT CLOSE TO SUPPORT
BAD SETUP

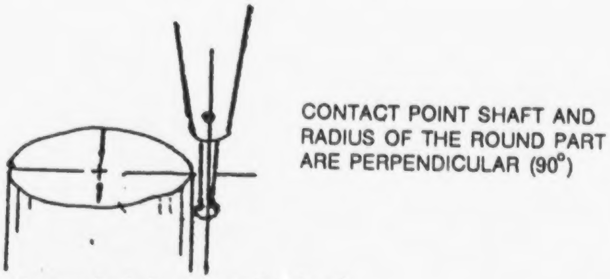
3. Do not let the dial indicator body touch the part. Use a dial indicator with the correct length contact point shaft.


DIAL INDICATOR BODY
GOOD SETUP


BAD SETUP
DIAL INDICATOR BODY TOUCHES THE PART

4. Position the indicator so the contact point shaft is parallel to the surface or perpendicular to the radius of a round part.


CONTACT POINT SHAFT AND SURFACE ARE PARALLEL


CONTACT POINT SHAFT AND RADIUS OF THE ROUND PART ARE PERPENDICULAR (90°)

5. Use anti-magnetic indicators on or near a surface grinder's magnetic chuck.

0-7

Sales discounts (판매 할인)

외상판매의 경우 지불기간을 분명히 해야 한다. 그 기간은 보통 invoice 나 sales ticket 에 판매 승락과 함께 기재되며 업종에 따라 그 기간이 다르다. 보통 판매가 결정된 월말로 부터 10 일을 마감으로 하는데가 많고 이것을 "n/10 EOM" 으로 표시 한다. 또 invoice 발행일로 부터 30일의 기간을 둘때는 "n/30" 로 표시 한다.

외상기간이 긴 경우에 creditor 가 보통 discount 제의 혜택을 주며 이것을 cash discount 라고 한다. 이것은 account receivable에 잡거있는 금액을 감소시키고 미수금으로 없어질 우려를 감소시키는 이점도 있다.

조기 지불에 혜택을 주기 위해서 invoice 의 Term 표시를 "Terms: 2/10, n/60" 로 되어 있으면 이것은 외상기간 (credit period) 가 60일에 10일안에 지불되는 금액에는 2%를 감액한다는 뜻이다. 이 10일 간은 discount period 라고 한다.

판매당시에는 customer 가 조기 지불할지를 알수없기 때문에 보통 sales discount는 기재되지 않으며 Kims Sporting Goods sales의 경우 $100불의 외상 판매의 terms 2/10, n/60 는 아래와 같이 기재한다.

9/12	Account Receivable.................	100.00	
	sales		100.00
	Sold merchandise, terms 2/10, n/60		

Customer는 임의대표 9월22일 안으로 $98만을 지불하여 $100의 credit 를 받거나 60일되는 11월 11일까지 기다려서 $100을 지불 할수 있다. Kim sales 가 $98을 받을 경우는 아래와 같다.

o Illinois State Board of Education. (1981). Accounting for Korean Students: Students Manual. Springfield, Illinoisd: Department of Adult, Vocational and Technical Education.

0-8

Match the instructions with the parts and the tools, e.g. **Loosen the bolt with oil.**

Loosen
Hit
Heat
Turn
Split
Turn the heated
Cut the head off

the chisel
the bolt
the nut
bolt

with

a cold chisel.
oil.
a blowlamp.
a hacksaw.
a hammer.
a spanner.

Exercise 2: The following passage tells how to use the tab mechanism. There are many steps. Underline all the verbs that tell you what to do.

14-C

HOW TO USE THE TAB MECHANISM

1. Read these paragraphs before typing them.
2. Locate the tab clear key or all-clear key (if your typewriter has one).
3. Clear the existing tab stops using one of the following methods:
    a. Depress the all-clear key if your typewriter is equipped with one

    OR

    a. Move the carriage (or carrier) to the extreme right margin (carriage is moved to the left).
    b. Depress and hold down the clear key while returning the carriage (or carrier) to the left margin.
4. Locate the tab set key.
5. Set the tab stop as follows:
    a. Move the carriage (or carrier) to the point where you want it to stop - in this example, for a 5-space paragraph indentation, 27 on pica and 35 on elite.
    b. Depress the tab set key once or twice to be sure the tab is set.
6. Locate the tab key or tab bar.
7. Test your tab set by:
    a. Returning the carriage (or carrier) to the left margin.
    b. Depressing the tab key or bar and holding it down firmly until the carriage (or carrier) stops moving. If should step at 27 if you have properly set it on the pica typewriter, or 35 if you have properly set it on the elite typewriter.
8. Type the paragraphs in 14-C, as illustrated.

(Kathryn Michaels, Oregon State University, TESOL, 1982).

How to Develop a Cloze Test

1. Select a self-contained passage of approximately 150 to 200 words taken from one of the books or materials you wish to use with your students.

2. Go through the passage and systematically delete every 7th word leaving the FIRST AND LAST SENTENCES INTACT. Try to make exactly 25 blanks as this makes scoring much easier. Important! -- Do not choose the items to be deleted: use every seventh word until you reach 25 blanks.

3. Type up a ditto making a blank for every deleted word. A blank of ten typewriter spaces is a good size, like this: ___________ . Now you have the test.

HOW TO ADMINISTER A CLOZE TEST

1. Be sure to give clear instructions to the students. They are to fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long as they make sense. The important thing to remember is that for each blank there is room for only one word.

2. It is sometimes wise to do a few easy sample sentences on the blackboard before students actually take the test. This gives the teacher a chance to clear up any confusions that might arise.

3. Give the test and allow as much time as needed (within practical limits) for all students to complete it. Don't rush them.

HOW TO SCORE THE TEST.

1. Go through the tests and count up the number of words that are right. Words are right if they are acceptable in context.

2. Now calculate the percent of correct answers. If you have 25 blanks you can do this quite easily by merely multiplying the number correct by 4.

3. Compare your percentages against this table to see if the book is appropriate.

Percentage of Correct Answers*	Comprehension Level	Appropriate for your Class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

* These percentages are taken from an article by J. Anderson, "Selecting a Suitable Reader": Procedures for Teachers to Assess Language Difficulty" RELC Journal, Vol. 2, pp. 35-42. It is probably unwise to interpret these percentages rigidly -- you can shift them several points one way or the other.

STUDY GUIDE

UNIT ____________________ TEXT ____________________

LESSON ____________________ PAGES ____________________

MAIN IDEA:

SUPPORTING CONCEPTS:

KEY VOCABULARY:

GUIDELINES FOR PREPARING STUDY GUIDES

1. READ THE PASSAGE.
2. FIND THE MAIN IDEA.
3. FIND SEVERAL SUPPORTING DETAILS.
4. SEQUENCE THE DETAILS LOGICALLY.
5. WRITE THE MAIN IDEA AND SUPPORTING DETAILS IN COMPLETE SENTENCES.
6. SIMPLIFY THE SENTENCE STRUCTURE AND VOCABULARY AS MUCH AS POSSIBLE.
7. INCORPORATE KEY VOCABULARY IN THE SENTENCES.
8. DO NOT INCLUDE DEFINITIONS.
9. DO NOT INCLUDE NAMES, DATES OR PLACES AS A GENERAL RULE.
10. LIST THE VOCABULARY AND STAR ITEMS WHICH WILL BE NEW FOR THE WHOLE CLASS.

Pat Chamberlain
Illinois Resource Center, 1982

POSSIBLE USES OF STUDY GUIDES

1. Teaching Guide for the Vocational Teacher

   Vocational instructors can use the guides to focus on the critical concepts they want to get across to all students. Present the main ideal clearly, reinforce the supporting concepts, and use key vocabulary repeatedly.

2. Reference Guide for the ESL Teacher

   ESL teachers can use the guides as a resource for focusing on the types of concepts, language and the actual vocabulary used in the vocational classroom. The ESL teacher should work with the vocational instructor to actually develop the guides whenever possible. The ESL instructor can play a major role in helping LEP students learn the vocational English they need.

3. Reference Guide for Tutors

   Tutors can use study guides to help them work with the LEP students. The guides provide the tutors with important vocational concepts and the language LEP students must master.

4. Reading Guide for Students

   LEP students can use study guides as an outline for their readings. They should preview the information on the guides before they begin reading the text, refer to it during their reading, and study it after they have finished reading.

5. Primary Reading for Students

   Students who have overwhelming difficulties reading the textbook may be allowed to read and study the guides in place of reading the textbook.

6. Study Guide for Students

   Students can not only prepare for their textbook readings and better understand them , but they can also use the study guides to review important concepts. The guides should be ideal tools for studying for an upcoming test.

7. Developing Evaluation Tools

   The vocational instructor can and should use the information contained in the study guides as raw material for developing any sort of test. If the information was important enough to be on the study guide, it should be the same information you want to make sure the students know. Constructing a written evaluation instrument may be as simple as taking the main idea and supporting concepts from the guides and leaving out key words to create a fill-in-the-blank test.

0-10

BASIC PRINCIPLES

To understand how electron devices work, a person must know something about the nature of matter. All matter consists of tiny "building __________" called atoms. Every atom, in turn, _____ _____ one or more electrons--particles that ______an electric charge in substances ________ conductors, which include most metals, the _________ have one or more electrons that _________ flow freely from atom to atom. ___________ a flow forms an electric current.

Electronics and the science of electricity both _________ with electric current. But they differ _______ in how they use it. Electricity deals _________ electric current mainly in the form ________ energy. The energy operates electric lights, __________ motors, and other electric equipment. The ____________ flows through wires or other conductors. On the other hand, ___________ deals with __________ current mainly in the form of __________ or signals. The current flows through ____________ devices, which change the current's behavior _______ make it work as a signal.

____ signals used in electronics may represent _______, pictures, numbers, or other information. In ___________, the signals stand for numbers. In __________ and phonographs, they stand for sounds. _______ signals carry both sound and picture ____________. Other electronic signals are used to count or compare objects, measure time or _____________, analyze the chemical composition of various _____________, or detect radioactive materials.

To carry ___________, an electric current must go through ____ series of changes. Some changes control ______ direction of the current. Other changes _________ the current's strength or its frequency--_________ is, the number of times it __________ vibrates per second. Electronics depends on electron devices to make these changes.

STUDY GUIDE 0-11

UNIT____________________

TEXT Automotive Encyclopaedia

LESSON____________________

Pages 271-272

MAIN IDEA:

Air cleaners clean the air that goes into the carburetor.

SUPPORTING CONCEPTS:

Air cleaners remove the dust from the air.

Air cleaners are installed at the air intake of the carburetor.

There are four types of air cleaners:

1) oil wetted mesh cleaners
2) oil bath cleaners
3) polyurethane cleaners
4) paper element cleaners

You clean oil and polyurethane cleaners with kerosene or solvent. You either replace a paper cleaner or you clean it by tapping.

KEY VOCABULARY:

Remove
Retain
Immerse
Replace
Squeeze
Trap

Polyurethane
Accumulated
Wetted
Perforated
Pleated

Carburetor
Filter
Air Intake
Solvent
Particles
Housing
Kerosene
Mesh
Surface
Oil
Cleaner

CAREER COUNSELING MODULE

NAME OF ACTIVITY: Career Counseling for the LEP

OBJECTIVES: Participant will be able to:

1) Identify personal attributes, skills and behavior of an effective cross-cultural counselor.
2) Identify an effective career counseling process.
3) Apply the process to a case study.
4) Identify counseling techniques for different situations.
5) Apply these techniques to a case study.

TIME:	GROUP SIZE:	PHYSICAL SETTING:	EQUIPMENT:
90-120 Min.	15-25	Banquet Style	Flip Chart Overhead Projector

MATERIALS:
* Personal Attributes, Behaviors, and Skills of Counselor, H-1
* Career Counseling Process & Techniques for Building Rapport, H-2
* Sample Career Development Plan, H-3
* Case #1, H-4
* Counseling Techniques for Specific Situations, H-5
* Case #2 and #3, H-6
* Career Counseling Model and Career Development Theories, TR-1

PROCEDURE/SUGGESTED ACTIVITIES:

1. Conduct a brainstorming session:
    * Ask participants to brainstorm what they think are essential attributes, skills and behavior of an effective cross-cultural counselor.
    * Ask a volunteer to write the answers on a flip chart.
    * Summarize and process the answers while providing participants with H-1.
    * Compare the audience's responses with the information, on the handout.

2. Present a mini-lecture on the career counseling process, using H-2,3. For additional background information, see TR-1.
    * Address participants' questions.

3. Conduct small group application exercises by using the case study approach:
    * Divide the participants into small groups of 5-7 members.
    * Each group will be assigned a case study.
    * The group is to read the case (H-4) and develop strategies and activities to implement the appropriate counseling steps for the situation. Remind participants to review H-1 for the process.
    * The resulting strategies and activities are to be presented to the large group.

PROCEDURES/SUGGESTED ACTIVITIES (Cont.)

Variation

The presentation can be in the mode of a skit (role play of client and counselor).

4. Conduct a mini-lecture which covers the points in H-5, introducing counseling steps for:
   * A problems area
   * Maintaining improved progress
   * Clients refusing reasonable options
   * Effective follow-up action
   * Allot time for questions and answers.
   * Conduct small group case study exercise, using the procedure previously outlined (H-6). Remind participants to review H-5 for the steps.

FOR ADDITIONAL INFORMATION

* Kennedy, E. (1987). On Becoming a Counselor. New York, NY: The Continuum Publishing Corporation.

* San Jose City College, San Jose Community College District. (1984). Vocational Education Resource Package for a Guide for Career Counseling Vietnamese. Menlo Park and Oakland, CA: Educational Evaluation and Research, Inc. and ARC Associates.

PERSONAL ATTRIBUTES OF THE CROSS-CULTURAL COUNSELOR

1. Tolerance of ambiguity
2. Cognitive and behavioral flexibility
3. Personal self-awareness, strong personal identify
4. Cultural self-awareness
5. Patience
6. Enthusiasm and commitment
7. Interpersonal sensitivity
8. Tolerance of differences
9. Openness to new experiences, peoples
10. Empathy
11. Sense of humility
12. Sense of humor

COUNSELOR BEHAVIOR

- Be informed
- Be committed
- Listen and be responsive
- Know your limitations
- Plan interviews when possible
- Keep meaningful notes
- Focus on inconsistencies or discrepancies
- Avoid emotion, over involvement

H-1.2

CORE KNOWLEDGE BASES FOR ALL COUNSELORS

- The helping relationship
  Counseling theory
- Transpersonal counseling
- Change theory
- Learning theory/styles
- Group counseling
- Family systems theory
- Referral process
- Life style and career development
- World of work
- Domestic and world politics
- Domestic and world economics
- Political process
- Professional orientation
- Personality theory
- Abnormal behavior
- Physical disabilities
- Human behavior
- Holistic health
- Individual assessment
- Individual potential
- Life span development
- Lifelong learning
- Developmental programming
- Substance abuse
- Prevention
- Societal trends
- Social/cultural foundations
- Cultural pluralities
- Human rights
- Sexal equality
- Moral issues
- Ethics
- Systems management
- Technological systems
- Resource management
- Grant writing
- Evaluation
- Research
- Listening
- Trust-building
- Interpersonal communication
- Counseling
- Building self-concept

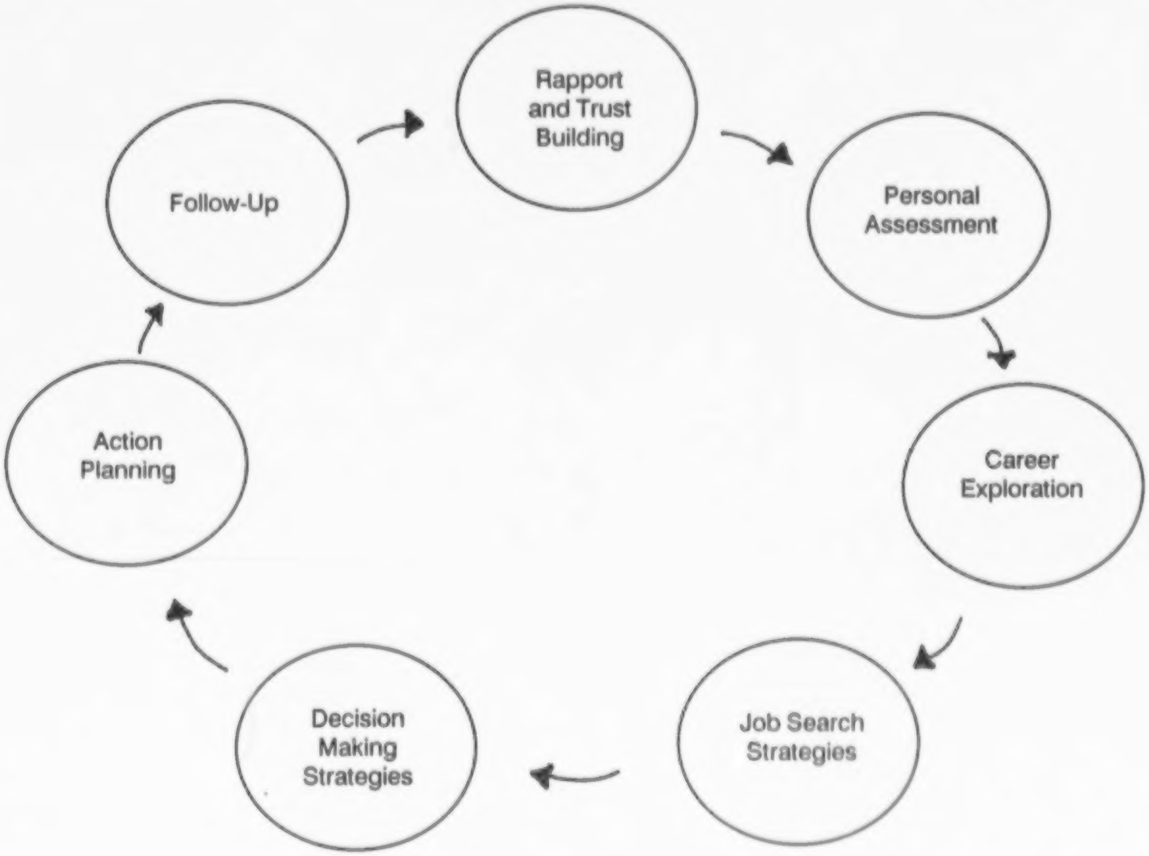
CORE SKILLS FOR ALL COUNSELORS

- Problem-solving
- Goal-setting
- Decision-making
- Confrontation
- Conflict resolution
- Mediation
- Group facilitation
- Group counseling
- Crisis intervention
- Case management
- Treatment planning
- Change agentry
- Adaptability
- Coping
- Advocacy
- Unleashing potential
- Biofeedback
- Visualization
- Guided imagery
- Intense concentration
- Lifelong planning
- Lifelong learning
- Mentoring Developmental
- Teaching
- Consultation
- Referral
- Assertiveness
- Organizational skills
- Technological literacy
- Information rerieval and use
- Program development
- Workshop design and delivery
- Program evaluation
- Research
- Networking
- Resource utilization
- Leadership
- Management techniques
- Client assessment
- Motivation
- Self-help strategies

Taken from: Nejedlo, Robert J., Arredondo, Patricia, & Benjamin, Libby. (1985). Imagine: A Visionary Model for the Counselors of Tomorrow. Dekalb, IL: George's Printing.

CAREER COUNSELING PROCESS

H-2


Rapport and Trust Building
Personal Assessment
Career Exploration
Job Search Strategies
Decision Making Strategies
Action Planning
Follow-Up

1. Rapport and Trust Building - establishing a relationship between the counselor and the client.
2. Personal Assessment - assessing needs, wants, interests, abilities, and values.
3. Career Exploration - demystifying the 40,000 jobs in the world of work.
4. Job Search Strategies - learning how to prepare personal fact sheets, resumes, applications, letters; preparing for interviews; establishing personal networks.
5. Decision -Making Strategies - gaining skills in making effective decisions.
6. Action Planning - setting goals and developing a plan to reach those goals.
7. Follow-up - checking progress toward goals and revising goals and processes to reach goals where necessary.

Career Counseling Materials and Techniques for Use with Vietnamese, San Jose City College, Community College District, 1981, p. 92.

TECHNIQUES FOR BUILDING RAPPORT AND ESTABLISHING TRUST WITH LEP CLIENTS

1. Whenever possible have a native speaker assist you in group counseling sessions. If the clients are older, it is wise to have a more mature assistant.

2. Take time for you to get to know your clients and for them to know you. Don't rush through your sessions. If time is a problem, spend more time with small or medium sized groups than with individuals. Train some of your clients or former clients to be peer counselors and/or co-facilitators with you. DON'T HURRY THE COUNSELING PROCESS.

3. Keep confidence at all costs. Do not reveal anything in a group that you client has shared individually-unless you have his or her permission beforehand.

4. Provide some specific concrete help as quickly as possible. For example, help your client cut through some difficult red tape at your institution, assist him/her (or a family member) in acquiring immediate financial aid, reliable transportation, or medical help. The immediacy of your help will convey your genuine desire to help plus make you credible as a problem solver.

5. Establish trustworthy relationships with respected leaders. They will spread the word about you to others.

6. Listen to what your client is saying, but tune into what he or she is not saying--the details, feelings, opinions that are not shared. Instead of pushing for these, see if you can pick these up indirectly, such as listening to what one client says about another, observing how the client acts in place of words. Listen carefully when the client asks you questions about yourself. (These may be a way of seeing how you will react first.) See if your clients will write--in journal form--what is difficult to say.

7. Give some praise and compliments for good efforts, but do not exaggerate. Some will be shy about receiving complements, although those who have lived in the U.S. will probably expect some praise and encouragement from you in a learning situation.

8. Learn as much as you can about your client's culture, language, and geography. Ask questions about their home country. Use references to the home country when you have use examples.

9. Share personal information about yourself, e.g. the struggles you had to find a job you liked,

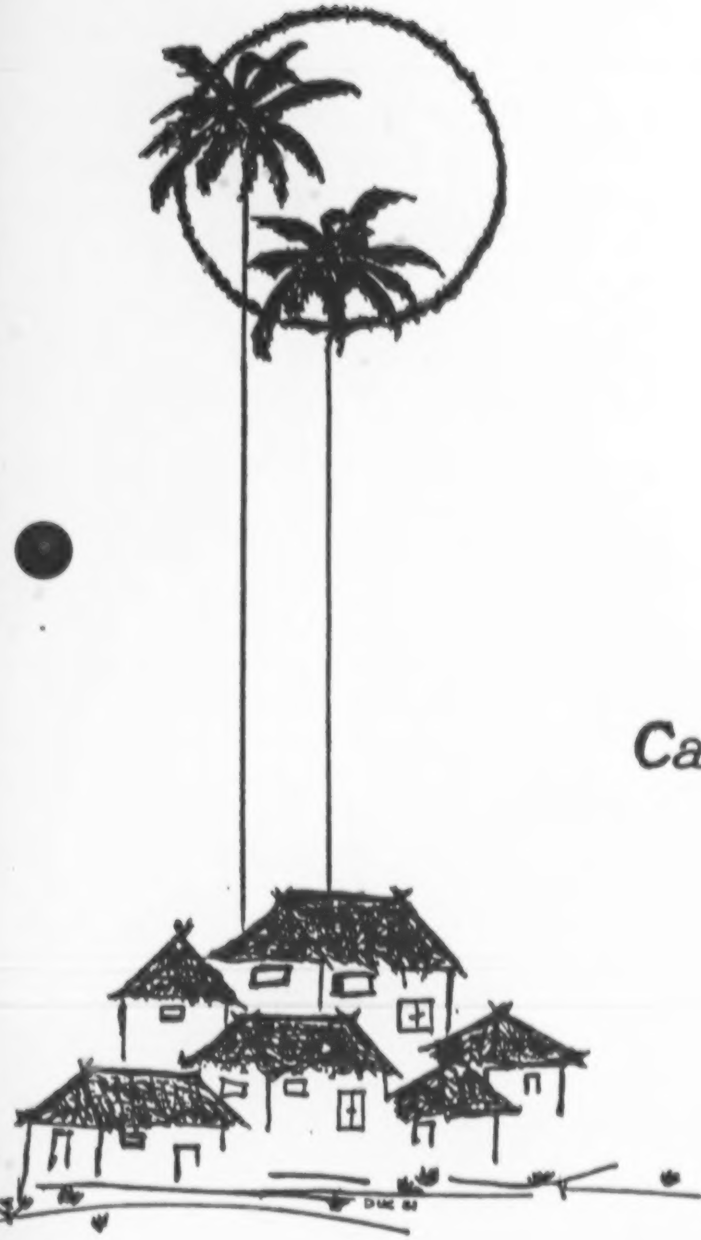
   times you have occurred or are occurring in your life, pictures of your family and friends.

10. Be genuine. Don't be afraid to express your own feelings of joy, sadness, or frustration Speak clearly and keep the language simple if your clients are just learning English. Use gestures to help convey your points whenever possible.

11. Some LEP clients who are not familiar with the profession of counselors may secretly wonder why you are doing this work instead of seeing a more lucrative or secure position, such as one in private industry. They may even wonder about your credibility as a successful advisor or role model. Convey your enthusiasm for your work and use the opportunity to acquaint your clients witht the advantages to being in a helping professions.

[Adapted from: Career Counseling Materials and Techniques for Use with Vietnamese, San Jose Community College District, 1981.]

H-3



Career Development Plan

Name______________

(Taken from: Career Counseling Materials and Techniques for Use with Vietnamese, San Jose Community College District, 1981.)

H-3.1

CAREER DEVELOPMENT PLAN

Developed by
Patricia Hawkins Katz and Linda Phillips-Jones

PLEASE PRINT ALL INFORMATION

I. BACKGROUND INFORMATION

Name ______________________________
Last (family) First (Given) Middle

Home/Contact Address ______________________________
Street City State Zip

Home/Contact Phone ______________ (Area Code) In case of emergency Contact ______________ (Area Code)

Birthdate ______________ Birthplace ______________

Sex: Male ☐ Female ☐ Marital Status: Single ☐ Married ☐

Scoial Security Number ____|____|____ Comments ______________

Source of Income: (To be completed only if applying for financial aid)

Monthly Salary	______________	Public Assistance	
Spouse's Monthly Salary	______________	AFDC	______________
		GR	______________
		SSI	______________
Contribution from other household members	______________	IMRA	______________
		OTHER	______________

Comments ______________________________

Transportation:

Own Car? Yes ☐ No ☐
California driver's license number:
____
Other means of transportation:
____

Immigration Status:

Date entered U.S.A ______________
Has citizenship ☐
Has "Green Card" ☐
Applied for "Green Card" ☐
Date ______________
Comments: ______________

CAREER DEVELOPMENT PLAN (Continued)

General Health: Excellent ☐ Good ☐ Fair ☐ Poor ☐

Disabilities ____________________

____

Assistance required ____________________

____

EDUCATIONAL BACKGROUND

Name of Institution	Location	Dates Attended	Field of Study Degree/Certificate

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Other training or education (include current) ____________________

____

CAREER INFORMATION

Not in Labor Market ☐ Employed full time ☐ Employed part time ☐ Under-employed ☐

Comments: ____________________

____

Current job (include paid and unpaid/volunteer)

Position title ____________________

Employer/location ____________________

Main duties ____________________

Monthly Salary ________ Length of time with this employer ________

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: ____________________

CAREER DEVELOPMENT PLAN (Continued)

Any other job currently held (include paid and unpaid/volunteer)

Position Title ____________________

Employer/location ____________________

Main duties ____________________

Monthly Salary ____________ Length of time with this employer ____________

Satisfaction with job : High ☐ Medium ☐ Low ☐

Past employment (Begin with most recent; include military, paid and volunteer work; attach separate sheet if necessary.)

Position ____________ Employer/location ____________

Main duties ____________________ Monthly Salary ______

Reason(s) for leaving ____________________

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: ____________________

- -

Position ____________ Employer/location ____________

Main duties ____________________ Monthly Salary ______

Reason(s) for leaving ____________________

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: ____________________

- -

Position ____________ Employer/location ____________

Main duties ____________________ Monthly Salary ______

Reason(s) for leaving ____________________

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: ____________________

H-3.4

CAREER DEVELOPMENT PLAN (Continued)

II. SUMMARY OF ASSESSMENT INFORMATION

A. English:

1. Counselor's Informal Assessment (To be completed by counselor at end of first interview)

	Out-standing	Good	Fair	No Opportunity to Judge
Understanding spoken English				
Speaking English				
Understanding written English				
Writing English				

2. Results of Other English Measures:

____

____

B. Skills and Abilities (Other than English)

1. Other Languages: (To be completed by counselor or client)

Language	Understanding					Speaking					Reading					Writing			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4

1 = Outstanding 2 = Good 3 = Adequate 4 = Poor

2. Other Skills and Abilities

CAREER DEVELOPMENT PLAN (Continued)

C. Interests:

D. Values:

COUNSELOR'S NOTES

Client's name______________

SUMMARY OF CLIENT'S NEEDS

Financial:

Housing:

Transportation:

Family:

Language:

Immigration/Citizenship:

Health/Medical:

Career/Employment:

Education/Training:

Other:

SUMMARY OF SESSIONS/IMPRESSIONS

Date

Date

Date

Counselor Date

H-3.7

CLIENT ACTION PLAN NAME:____________

MY TENTATIVE CAREER PLAN

My Main Interests:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

My Strongest Skills and Abilities:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

My Most Important Values:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Tentative Occupations of Interest to Me:

1. ______________________________

2. ______________________________

3 ______________________________

H-3.8

MY TENTATIVE CAREER PLAN (Cont.)

Long-Term Career Goals--What I'd like to be doing in 5-10 years. I'll do this by (date)

1. ________________________ ________________________

2. ________________________ ________________________

3. ________________________ ________________________

Short-term/Immediate Career Goals--What I'd like to do within the next 6-12 months. I'll do this by (date)

1. ________________________ ________________________

2. ________________________ ________________________

3. ________________________ ________________________

Possible Obstacles to My Goals Obstacle Removal Strategies I Can Use

1. ________________ ____________________________

2. ________________ ____________________________

3. ________________ ____________________________

4. ________________ ____________________________

Contacts Made Results

1. ________________ ____________________________

2. ________________ ____________________________

3. ________________ ____________________________

MY TENTATIVE CAREER PLAN (Cont.)

Actions Steps--What I'll do next to reach my goals	I'll do this by (date)
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________
5. ______________________	______________________

CASE #1

Jose Gonzalez

Age: 30

Marital Status: Married, 3 children (2, 5, and 7 years old)

Education: 6 years in Mexico

Jose worked as a field hand in a coffee plantation in a small town. He came to the United States 3 years ago to work as a migrant worker. He was recently able to bring his family to the U.S.

To improve his English skills, he attended an evening class at the local community college. With his limited English and vocational skills, he soon realized that he needed training to improve his career opportunities. His ESL teacher suggested that he talk to a counselor at the college.

Using the career counseling process (H-2), how would you go about counseling Jose?

COUNSELING TECHNIQUES FOR SPECIFIC SITUATIONS

The following are situations that a counselor is most likely to encounter with his/her clients. Listed below each situation are the appropriate counseling steps that should be taken.

COUNSELING A PROBLEM AREA:

1. Describe the problem in a friendly manner.
2. Explain why it concerns you (the counselor); indicate that the situation must be changed and ask for the client's help in solving the problem.
3. Discuss each idea and offer your help.
4. Identify and write down possible solutions.
5. Write down specific action to be taken by the counselor and the client.
6. Agree on a specific follow-up date.

MAINTAINING IMPROVED PROGRESS:

1. Describe improved performance of behavior.
2. Explain importance of this improvement to you (the counselor), the client, his/her family, any co-workers, etc.
3. Listen empathetically to the client's comments.
4. Ask the client if there is anything you can do to make it easier to do the job.
5. If appropriate, indicate your intention to take such action.
6. Thank the client for improved performance or behavior.

NO PROGRESS - CLIENT REFUSES REASONABLE OPTIONS:

1. Review previous discussions.
2. Indicate insufficient improvement in problem area.
3. Indicate consequences of this lack of improvement.
4. Explain your (the counselor's) responsibility and what you must now do and when.
5. Indicate your willingness to change this decision if client reconsiders.

H-5.1

EFFECTIVE FOLLOW-UP ACTION

1. Preview previous discussions.
2. Indicate insufficient improvement and ask the client for reasons.
3. Discuss possible solutions to the problem.
4. Indicate the consequences of continued lack of improvement.
5. Agree on action to be taken and a follow-up date.
6. Indicate your (the counselor's) confidence in the client.

To implement a counseling step, a counselor can use any of the following activities:

-Role playing,

-Group discussion,

-Observation, or

-Individual interview.

CASE #2

Maria Diaz

Age: 32

Marital Status: Married, 2 children, 5 and 7 years old

Education: 5 years
Beautician certificate from home country

Maria ran a small beauty shop in her small home town with another friend. The business was holding its own, when she and her husband decided to move to the U.S. to make a better living.

When they arrived in the U.S. w years ago, her husband found a decent job working as a machine operator. At the advice of her ESL teacher, she enrolled in a cosmopolitan program at the technical college where she lived. With her limited English ability, she found it hard to follow the course. She attended her classes regularly and she was able to do her practicum. But when testing time came around, she was unable to pass the tests. She had to spend so much time translating the textbook. She was neglecting her family and often became short-tempered. She was getting discouraged in class and began to withdraw even from the practicum sessions in which she was doing well.

Her instructor noticed her poor test grades and her non-participative behavior and determined that if this pattern continues, she would have to be dropped from the course. As a final effort, the instructor referred her to a counselor.

If you were the counselor, how would you go about counseling Maria?

CASE #3

Than Nguyen

Age: 22

Marital Status: Single

Education: H.S. Diploma from home country with some English courses

Than came to the U.S. as a refugee 2 years ago without his family members who are still in Ho Chi Minh Town (Saigon).

Being resettled in a small midwestern town, he felt isolated without any source of support. To keep busy he enrolled in ESL classes and an accounting course. He also found a part time job as a dishwasher in a restaurant.

Although he was doing fine on the math, he got discouraged with the reading, writing, and the lecture. He dropped the course and enrolled in Shop Math but lasted for 2 weeks.

His sponsor referred him to a counselor, who tried to help him. The counselor scheduled another session with Than for further assessment but he did not show up.

As a counselor, what steps would you take to help Than?

TR-1

CAREER COUNSELING FOR MINORITY CLIENTS

GENERAL PROBLEMS IN MAKING A CAREER CHOICE

. Lack of information (self or occupation)

. Confused or conflicting information about self, occupational environment and culture.

. Lack of confidennce in implementing information about self and environment.

THE INTEGRATED CAREER COUNSELING MODEL

The Model:

. Integrates elements from three counseling strategies:

-trait factor
-client-centered approach, and
-behavioral approach

. Facilitates the achievement of several counseling goals:

-information giving
-confidence building
-goal-directed action, and
-support

. Focuses on the trait factor direction:

-the analysis of the special problems faced by clients
-their situational basis
-information about attitude, interests, personality, and how these factors relate to various occupational requirements.

. Provides information and builds confidence. The information is imparted by trained professionals through extensive psychological testing and other procedures and feedback given to clients in detail.

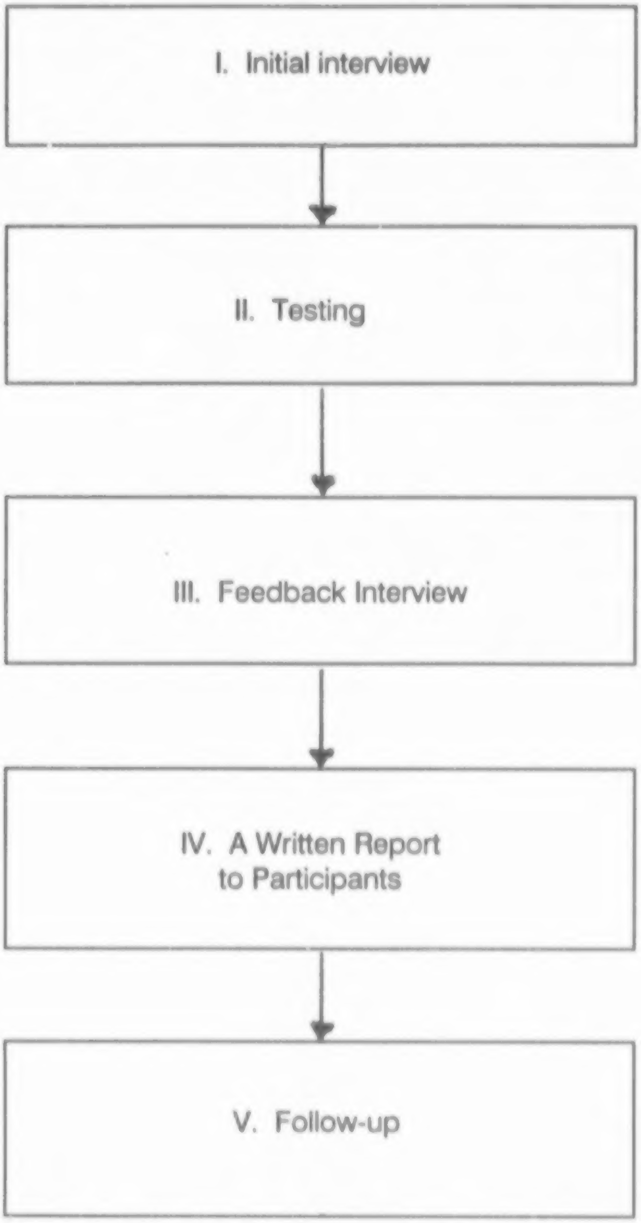
. Builds confidence through client-centered approach and relationship building characterized by acceptance, empathy, and genuineness.

. Emphasizes behavioral counseling element which is goal-directed action and environmental reinforcement.

. Provides on-going support.

TR-1.1

Steps/Procedures


I. Initial interview
II. Testing
III. Feedback Interview
IV. A Written Report to Participants
V. Follow-up

TR-1.2

THE RELATIONSHIPS OF CAREER DEVELOPMENT THEORIES TO CAREER GUIDANCE PROGRAMS*

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
ACCIDENTAL	1. People tend to pursue alternatives that are familiar to them. 2. People tend to delay making career decisions. 3. People often choose available alternatives without considering their career plans.	1. Expose students to many alternatives. 2. Help students know about and acquire the skills that enable them to exercise more control over their lives.
TRAIT-FACTOR	1. Individuals possess unique patterns of capabilities and potentialities (traits). 2. A particular set of qualities is possessed by successful workers in each job family (factors). 3. It is possible to predict the success of each individual in each job family or occupation.	1. Assess individuals' traits. 2. Obtain lists of the factors necessary for success in each job. 3. Match each individual with the right job.
DEVELOPMENTAL	1. Vocational development occurs throughout life. 2. Occupational choice is a series of decisions, not just one. 3. There are stages of vocational life. 4. Individuals have different patterns of vocational development. 5. Many factors influence occupational choice.	1. Provide guidance services at all ages. 2. Develop materials and services for each level of vocational maturity. 3. Do not restrict vocational guidance to job choice. 4. Discuss potential problems that could arise in different stages and strategies for preventing or solving them.

TR-1.3

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
DECISION-MAKING	1. Vocational selection is a rational process. 2. This process includes: a) a decision maker; b) a decision; c) alternatives; d) evaluation of alternatives; e) the selection of an alternatives; and f) actions to implement the selection. 3. People are able to use information to make wise choices.	1. Teach students the decision-making process. 2. Make information available to them.
ECONOMIC	1. People make rational decisions. 2. Economic return is a major factor in vocational choice. 3. Accurate information on cost, rewards, and risks is available.	1. Provide students with information on the economic outlook of various occupational fields, the rate of education or training, and sources of financial aid. 2. Help students recognize that a college education does not assure a good job.
SOCIOLOGICAL	1. Vocational selection is a developmental process. 2. A person's background influences the choices he or she makes. 3. A person's background may limit his or her perspective on alternative job choices.	1. Begin career guidance in the elementary grades. 2. Expose student to more alternatives. 3. Develop approaches to increase the options special student groups perceive. 4. Help students learn career decision-making skills so they may exercise more control over their lives. 5. Include family members in guidance activities. 6. Have school personnel examine their own biases and explore how the school environment is influencing students.

TR-1.4

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
PERSONALITY	1. Individuals develop needs in early childhood that they seek to satisfy in their choice of an accupation. 2. Personality types tend to cluster in certain occupations. 3. People should choose a career area appropriate for their personality type.	1. Provide counseling for people with career problems. 2. Provide information to students about personality types and their relation to occupations so students may make appropriate choices. 3. Help clients identify their need. 4. Expose clients to various personality types and environments.
SOCIAL-LEARNING	1. Career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. 2. Human learning is cognitively mediated and under a person's control.	1. Help students understand the forces that influence their career choices. 2. Help them expand the range of career alternatives they consider. 3. Help students learn career decision-making skills and self-reinforcement so they may exercise control over their career development.

* From Sanderson B. and Helliwell, C.
Career Development Theory.

CROSS-INDEX OF TOPICAL AREAS BY AUTHOR AND TITLE

AUTHOR AND TITLE	LEGISLATIVE MANDATES	LEP IDENTIFICATION AND ASSESSMENT	VOCATIONAL ESL	CROSS-CULTURAL AWARENESS	DELIVERY MODEL	TEACHING STRATEGIES/ MATERIALS ADAPTION	COORDINATION - VOC. ED ESL AND EMPLOYMENT	CAREER COUNSELING
Baker, Glenn E. Final Report: Multicultural Preparation for Industrial Arts Teachers.		X		X		X		
Bilingual Vocational Guidance Education Project. Bilingual Vocational Guidance/Education Workshop 1) The Leaders Guide, 2) Participant Manual.	X			X		X		
Bradley, Curtis & Friedenberg, Joan. Vocational Training for LEP's: Ten Tips for Teachers, (Filmstrip).						X		
Cockrum, Jim. Conference Leader's Guide for the ACCESS Team Workshop for Teachers with Limited English Proficient Students.	X	X		X	X	X	X	
Cockrum, Jim. LEP Handbook for Trade and Industrial Teachers. LEP Handbook for CO-OP Teachers LEP Handbook for Technology Education Teachers.						X	X	
Friedenberg, Joan. Performance Based Modules to Prepare Vocational Educators to Serve LEP Students:		X						
Recruit LEP Students for Vocational Programs.		X						
Conduct Intake Assessment for LEP Vocational Students.		X						
Adapt Instruction for LEP Vocational Students.			X			X		
Administer Voc.Programs for LEP Stud.					X		X	

AUTHOR AND TITLE	LEGISLATIVE MANDATES	LEP IDENTIFICATION AND ASSESSMENT	VOCATIONAL ESL	CROSS-CULTURAL AWARENESS	DELIVERY MODEL	TEACHING STRATEGIES/ MATERIALS ADAPTION	COORDINATION - VOC. ED ESL AND EMPLOYMENT	CAREER COUNSELING
Friedenberg, Joan. Preparing Vocational Educators to Serve LEP Students: An Inservice Package.		X	X		X	X	X	
Illinois State University. In-Service Workshop for Vocational Teachers of Bilingual Students: A Planning and Activities Model.			X	X		X		
National Center for Research in Vocational Education. Professional Teacher Education Module Series.						X		X
Phelps, L. Allen. Instructional Development for Special Needs Learners: An Inservice Resource Guide		X			X	X	X	
Reed, Tipawan, ed. Cross-Cultural Communication in the Workplace: A Training Handbook.				X				
Research Management Corporation. Promoting Local Adoption of Bilingual Vocational Training Models.	X	X			X	X	X	
San Jose City College. Vocational Resource Package for a Guide for Career Counseling Vietnamese.				X				
Scott, J., et. al. Making it Work.						X		

AUTHOR AND TITLE	LEGISLATIVE MANDATES	LEP IDENTIFICATION AND ASSESSMENT	VOCATIONAL ESL	CROSS-CULTURAL AWARENESS	DELIVERY MODEL	TEACHING STRATEGIES/ MATERIALS ADAPTION	COORDINATION - VOC. ED ESL AND EMPLOYMENT	CAREER COUNSELING
Special Needs Support Project. Strategies and Techniques for Teaching Limited English Proficient Students in Vocational Education Classes.		X	X			X		
Weeks, W. Pedersen, P., and Brislin, R. A Manual of Structured Experiences for Cross-Cultural Learning.				X				
Winkler, Kathleen. Special Needs Learners in Vocational Education: An In-Service Training and Resource Manual For Teachers, Counselors, Administrators, and Other Support Staff.		X				X		

SELECTED RESOURCES FOR STAFF DEVELOPMENT

Baker, Glenn E. Final Report: Multicultural Preparation for Industrial Arts Teachers. College Station, TX: Department of Industrial Education, Texas A&M University, 1983.

Final report on a project funded by the Texas Education Agency. The objectives of the project were to: identify problem areas encountered by industrial arts students when working with multicultural/bilingual students, develop appropriate teaching strategies, and disseminate strategies in in-service settings. The project reviewed the pertinent literature, conducted an orientation workshop, prepared workshop materials, and conducted pilot study workshops.

Workshop materials consisted of several teacher preparation modules with readings and activities which are included in the report. Topics include: identifying varying cultures and cultural values in community, recognizing conditions which cause poor student performance and individualizing instruction, adapting methods for teaching reading to LEP students, analyzing contributions of parents to schools, and contrasting the values and achievement levels of culturally different students.

For information regarding availability, contact:

Texas Education Agency
Department of Occupational
Education and Technology
201 11th Street
Austin, TX 78701

Bilingual Vocational Guidance/Education Project. Bilingual Vocational Guidance/Education Workshop, 1) The Leaders Guide, 2) Participant Manual. Ypsilanti, MI: Eastern Michigan University.

These two products were designed to provide a 1 1/2 day workshop to acquaint participants with fundamentals of bilingual vocational education. The Leaders Guide and Participant Manual are virtually identical. The guide contains material for introducing the workshop and the manual contains workshop evaluation sheets. Both contain materials for five modules addressing: 1) Legal/Historical Basis of Bilingual Vocational Guidance/Education; 2) Cross-Cultural Encounter; 3) Cross-Cultural Communication; 4) Materials and Resources; and 5) Community Involvement.

Module activities make use of readings, hands-on activities and simulations to educate participants on the critical aspects of this type of education. Stress is placed on cultural sensitivity, interpersonal relations, and community involvement in bilingual settings.

For more information regarding availability, contact:

Michigan State Department of Education
P.O Box 30090
Lansing, MI 48909

Bradley, Curtis & Freidenberg, Joan. Vocational Training for LEP's: Ten Tips for Teachers. Washington, DC: Center for Applied Linguistics, 1982.

Seventeen minute sound/color filmstrip describing ten simple strategies that vocational instructors can use with the LEP students. Strategies include language assessment, use of bilingual materials and bilingual aides, adaption of teaching techniques and collaboration with an ESL instructor. Accompanying the filmstrip is a guide which gives a suggested method for presentation. Preview questions and post-viewing discussion questions are included.

Available from:
Meridian Education Cooperation
236 E. Front Street
Bloomington, IL 61701
309/827-5455

Cockrum, Jim. Conference Leader's Guide for the ACCESS Team-Workshop for Teachers with Limited English Proficient Students. Austin, TX: The University of Texas at Austin, Extension Instruction and Materials Center, Division of Continuing Education, 1987.

This guide outlines steps for conducting a workshop designed to bring educators together in a team approach to improve vocational instruction for LEP students. Teams participating in the workshops are to include one or more vocational educators, ESL instructors, bilingual aides, resource center personnel and others contributing to vocational instruction efforts. Workshops' objectives are to enable participants to: 1) describe a model for programs meant to increase LEP students' access to vocational education, 2) develop collaboration between vocational and English instructors, 3) adapt materials and instruction for LEP students, and 4) discuss cultural differences which affect instructional success.

Workshop presentations make use of a series of transparencies and a script. Workshops are divided into four sessions. The first session provides background information on the LEP population, the Carl Perkins Vocational Education Act, LEP instruction, and then introduces the "ACCESS" approach, emphasizes analyzing instruction intent, communicating content to other LEP students, stressing safety and saving useful resources. Session Two deals with coordinating efforts of ESL and vocational instructors and support staff. The third session focuses on techniques for modifying methods of instruction and actual learning materials for students. The fourth session stresses the last two areas of the ACCESS model - safety and the saving of valuable resources. Each session ends with team members discussing content and applying information to materials (schedules, texts, instructional materials) they have brought from their local programs to the workshop.

Three "LEP Handbooks" accompany the guide (see following entry), and contain detailed information on the points presented in the workshop. For information regarding availability, contact:

Texas Education Agency
Special Needs Vocational Education Programs
201 E. 11th Street
Austin, TX 78701

Cockrum, Jim. "LEP Handbooks." Austin, Tx: The University of Texas at Austin, Extension Instruction and Materials Center, Division of Continuing Education, 1987.

Three handbooks are available.

LEP Handbook for Trade and Industrial Teachers
LEP Handbook for CO-OP Teachers
LEP Handbook for Technology Education Teachers

These three handbooks are very similar; differences are based on the particular area of focus. Each handbook contains twelve chapters which detail the "ACCESS" approach and information outlined in the "ACCESS Conference Leader's Guides" (see preceeding entry). Most chapters are in prose format, with some visuals exemplifying possible modification techniques for instructional materials. A listing of information sources and materials relating to vocational education for the LEP is provided. Also included are appendices which include "how-to" lists for developing instructional materials and forms to facilitate coordination with other instructors.

For information regarding availability, contact:
(see preceeding entry)

Friedenberg, Joan. "Performance-Based Modules to Prepare Vocational Educators to Serve LEP Students." Columbus, OH: National Center for Research in Vocational Education, 1988.

This set consists of four modules:

Recruit LEP Students for Vocational Programs
Conduct Intake Assessment for LEP Vocational Students
Adapt Instruction for LEP Vocational Students
Administer Vocational Programs for LEP Students

Each module is designed for use by teachers-in-training working individually or in groups under the direction of teacher educators. The modules provide learning experiences that integrate theory and application; each module includes activities which assess the participants' ability to apply what they have learned.

Modules are designed to allow for individualization of instruction. If participants determine that they already possess knowledge or competencies covered in a particular section, they are encouraged to proceed to other sections. Each module ultimately requires participants to demonstrate learned skills in actual vocational instruction situations.

Modules include introductory sections for the use, objectives, resources, and comprehensive "learning experiences" which contain informational readings and activities. Also included are assessment tools for measuring the vocational educator's performance in actually carrying out the competencies taught in the module in a real situation. For information regarding availability, contact:
National Center for Research in
Vocational Education
(See "Materials Clearinghouses")

Friedenberg, Joan. *Preparing Vocational Educators to Serve LEP Students: An Inservice Package. Columbus, OH: National Center for Research in Vocational Education, 1988.*

This comprehensive inservice training package is designed as a guide for professionals to offer a two-day workshop or several shorter workshops on serving LEP students in vocational education. The intended audience for the workshop(s) includes vocational teachers, counselors, paraprofessionals, bilingual educators, ESL teachers, and administrators who currently work with LEP students or expect to work with them in the near future.

The package provides the professional workshop presenter with activity guidelines for each of six activities. Topics include: Workshop Introduction, Orientation to Vocational Education for LEP Students, Materials and Resources, Collaboration between VESL and Vocational Teachers, Assessment, Learning Activities, and Workshop Closing. Each activity guide lists time needed to conduct the activity, objectives, handouts and other materials needed, procedures, and resources for further reference. The package includes a recommended program agenda, handouts, worksheets, quizzes, and other helpful materials for conducting a successful workshop.

For information regarding availability, contact:
National Center for Research
in Vocational Education
(See "Materials Clearinghouses")

Illinois State University. In-Service Workshop for Vocational Teachers of Bilingual Students: A Planning and Activities Model. Springfield, IL: Illinois State Board of Education, 1979.

Booklet containing information to plan and implement a 15-hour workshop for personnel involved in vocational education for LEP students. Section One outlines information on staff needed for the workshop, facilities and materials needed and recruiting participants. Section Two gives information on workshop activities, which include topics such as a cultural values and attitudes, ESL strategies, adapting materials, a demonstration lesson, community involvement, and evaluating the benefit of the workshop for participant.

Designed to be used in conjunction with In-service Workshop for Vocational Teachers of Bilingual Students: A Resource Guide for Teachers, Counselors and Administrators, which contains suggested readings and resource agencies in Illinois.

Copies available from: Curriculum Coordination Centers
(See "Materials Clearinghouses")

National Center for Research in Vocational Education. Professional Teacher Education Module Series. Columbus, OH: National Center for Research in Vocational Education.

The series consists of 127 performance-based teacher education booklets which focus on specific competencies needed by vocational teachers. Each module integrates theory and application and ends with an assessment form to measure the teacher's performance of the competency. Materials can be used by teachers-in-training working individually or in groups under the direction of a teacher educator. Modules are divided into 13 categories ranging from program planning to instruction to career guidance. Of special interest to educators working with special needs students are "Category L: Serving Students with Special/Exceptional Needs" (13 modules) and "Category M: Assisting Students in Improving Their Basic Skills" (6 modules). Modules from these two categories promoting peer acceptance of them, preparing them for the workplace, and helping them to develop technical reading skills, among others.

Available from: AAVIM (American Association for Vocational Instructional Materials)
120 Driftmier Engineering Center
University of Georgia
Athens, GA 30602
404/542-2586

Phelps, L. Allen. Instructional Development for Special Needs Learners: An Inservice Resource Guide. Urbana, IL: University of Illinois, Department of Vocational and Technical Education.

This resource guide contains a series of seven modules designed to provide vocational and special education teachers with a process for developing instruction for special needs learners. Most materials focus on students with mild or moderate learning, physical, or behavioral problems who are enrolled in vocational programs at the secondary level. Completion of all module activities would result in a systematic program at the school district.

The modules are designed for inservice training and are intended to help educators plan, implement and evaluate individualized educational programs for special needs learners. Modules may be used by individuals or by small groups, and a self-directed needs assessment tool is included to help users determine the modules and activities most appropriate for their interests and needs. Each module contains an introduction, case studies, objectives, and between one and four "inservice experiences," complete with procedures, resource materials, and a self-evaluation checklist. Module 1: Learner Identification and Analysis; Module 2: Cooperative Instructional Arrangements; Module 3: Instructional Resources; Module 4: Cluster and Content Analysis; Module 5: Instructional Planning; Module 6: Instructional Implementation; and Module 7: Evaluation of Learner Progress.

Available from: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800/322-3905 (Within Illinois)
309/298-1917 (from Outside Illinois)

Reed, Tipawan, ed. Cross-Cultural Communication in the Workplace: A Training Handbook. Arlington Heights, IL: Northwest Educational Cooperative, 1984.

Trainer's guide for conducting workshops to employers of LEP immigrants. The guide was field-tested and revised on the basis of direct feedback from company supervisors and managers from five occupational areas. Sample workshop agendas are included for presenting one, two, or three-hour sessions; activities could be combined to deliver a 1 1/2 or 2-day workshop. Activities include a simulation of a company faced with accommodating and training newly hired immigrants, a discussion of "critical incidents" - misunderstood behaviors of the LEP employees, a "mini-shock" language immersion lesson, informative lecturettes, and others. Handouts and evaluation forms are included. A videotape depicting seven critical incidents of cross-cultural communication breakdowns is also available.

Available from: Northwest Educational Cooperative
1855 Mt. Prospect Road
Des Plaines, IL 60018
312/803-3535

Research Management Corporation. Promoting Local Adoption of Bilingual Vocational Training Models. Dover, NH: Research Management Corporation, 1987.

This product was compiled as a resource guide to accompany three regional workshops (New York, California, Texas) conducted by Research Management Corporation through funding from the Office of Vocational and Adult Education, USDE. The materials were meant to supplement workshop presentations. As such, they are not materials used by the workshop presenters themselves, but serve as background information and lists of resources for persons investigating and/or implementing the bilingual vocational training (BVT) model.

Twelve chapters are included in the resource guide: 1) Overview: Bilingual Vocational Training - definitions and objectives; 2) Assessing the Job Market - determining appropriate training area; 3) Assessing Students - how to construct performance, written and oral tests; 4) BVT Networks - includes lists of resource centers, organizations, state coordinators, federally funded BVT programs; 5) BVT Materials - clearinghouses; 6) Private Sector Linkages - examples, newspaper articles; 7) Vocational/English Coordination - suggestions and bibliography; 8) Funding Sources - Carl Perkins Act, JTPA; 9) Action Planning/Proposal Writing - two worksheets to help analyze potential local program development; 10) Bibliography - annotated bibliography for BVT; 11) Evaluation - workshop evaluation sheets; 12) Appendices - Test construction and statistical consideration such as validity, reliability, and a glossary of test terminology.

Loan copies are available from:

The ERIC System and Six Curriculum
Coordination Centers
(See "Materials Clearinghouses")

San Jose City College, San Jose Community College District, San Jose, CA. Vocational Education Resource Package for a Guide for Career Counseling Vietnamese. Menlo Park and Oakland, CA: Educational Evaluation and Research, Inc. and ARC Associate, Inc., 1984.

This package is designed to facilitate the use of Career Counseling Materials and Techniques for Use with Vietnamese developed by San Jose City College. Although developed for use the with Vietnamese, the manual provides comprehensive and helpful information on cultural orientation, career counseling techniques, career assessment, job search skills, cooperative work experience education, as well as selected bibliographical resources easily adaptable to other LEPs. The manual contains counselor's and student's bilingual materials. The manual was developed primarily for career guidance specialist working in community colleges. It is, however, applicable for use in other settings. Some of the students' materials are at a reading or experience level inappropriate for clients who do not read English or Vietnamese or whose work experience and education is extremely limited. With these clients, some adaptation, simplification, and oral presentations of the materials and concepts would be appropriate.

Resources Materials Assistance Unit
Education Evaluation and Research, Inc.
530 Oak Grove Avenue, Room 106
Menlo Park, CA 94025
(415) 325-3254

Scott, J., Pekelo-Bielen, R., and Coughlin, D. Making It Work. A.L. Nellum and Associates. Massachusetts Board of Education, 1983.

This trainer's manual is an inservice package designed to train teachers, counselors, and administrators in vocational programs. Contents focus on "priority populations" including "LEPs, Hispanics, Blacks, handicapped and women/men in non-traditional jobs". The manual consists of three modules which address the areas of retention, job placement and curriculum adaptation.

The primary purpose of the manual is to serve as a tool to the inservice training facilitator. Each module consists of a facilitator's guide and a participant's resource manual. Facilitator's notes, handouts, and overhead transparencies are provided to implement the sessions.

The first module on retention provides material for a one day course which focuses on understanding and acknowledging student differences, fostering individual growth, and planning a student retention program. The second module on placement is also a one-day course and addresses the role of placement in vocational education, special problems associated with placing priority populations, and effective placement techniques. Module three on curriculum adaption is a two-day individualizing instruction, selecting and adapting materials, eliminating cultural bias in materials and evaluating instructional programs.

For information regarding availability, contact:

Massachusettes Department of Education
Division of Occupational Education
31 St. James Avenue
Boston, MA 02116

Special Needs Support Project. Strategies and Techniques for Teaching Limited English Proficient Students in Vocational Education Classes. A project funded by the Vocational-Technical Education Service of the Michigan Department of Education, (1979).

This substantial resource manual on teaching techniques was developed to assist vocational teachers, aides, ESL teachers, English teachers, reading and math teachers, and peer tutors to assist LEP students enrolled in vocational courses. The first five sections give strategies for helping students in the areas of vocabulary, listening, speaking, reading and writing. The next five sections address skill areas and classroom concerns: integrated language skills, technical language skills, test and text selection and adaptation, human resources and general language and language learning considerations.

The entries within each section give concrete suggestions and describe activities for overcoming students' learning obstacles. Suggestions are divided into groups, those for beginning level students and those for the more advanced. The manual includes a "perspective category index" which identifies 84 key problem areas students may have, such as "pronounce words correctly" or "remember new vocabulary." For each problem area, the index refers the teacher to specific teaching strategies found in the manual.

For information regarding availability, contact:

Michigan State University
Vocational Education Resource Center
Erickson Hall
East Lansing, MI 48824
Attn: Gloria Kielbaso

Weeks, W., Federsen, P., and Brislin, R. A Manual of Structured Experiences for Cross-Cultural Learning. Pittsburgh, PA: Society for Intercultural Education, Training and Research, 1977.

Contains 59 structured activities to be used in small group settings which are designed to develop an appreciation of different cultural value systems and promote cross-cultural understanding. A guiding objective throughout the activities is to recognize one's "own culture-based values, feelings and attitudes, communicate them to others, and experientially learn the logic of other cultural systems". The manual opens with an article on the pros and cons of using structured exercises in intercultural groups.

It is noted that here the term "intercultural" can refer either to multinational, multi-ethnic and/or groups in which members differ in sex, socio-economic status, etc.

Learning activities are grouped into categories with themes such as dynamics of communication, values clarification, role identification, recognition of attitudes, and community interaction. Activities are presented in a standard format, listing: objective, participants, materials, setting, time needed, and procedures. Available from:

Society for International Education
Training and Research
University of Pittsburgh
Pittsburgh, PA 15260

Winker, Kathleen. Special Needs Learners in Vocational Education: An In-Service Training and Resource Manual for Teachers, Counselors, Administrators, and other Support Staff. Amherst, MA: Center for Occupational Education, University of Amherst, 1980.

This handbook addresses the learning difficulties encountered by a variety of special needs learners: visually, hearing or speech impaired, physically handicapped, mentally or emotionally impaired, and learners who are disadvantaged and/or culturally different," including LEP students. The handbook contains two components. The first component contains resources, including informative readings, bibliographies, and some sample teaching materials, for vocational instructors. The second contains sets of instructions for activities which teacher trainers can use in an inservice setting.

Content is divided into four sections. Section One provides information about the characteristics, needs and attitudes of different special needs learners, and includes suggestions for working with them in the vocational shop/classroom setting. Section Two offers techniques for adapting instructional content, materials and teaching methods. The third section addresses the coping skills needed by teachers to deal with special needs learners; emphasis is on developing self-concept. Section Four is a comprehensive list of resources for working with all types of special needs learners.

For information regarding availability, contact:

Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue
Boston, Ma 02116

FEDERAL AGENCIES

U.S. DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION
AND MINORITY LANGUAGES AFFAIRS
Reporters Building, Room 505
400 Maryland Avenue, SW
Washington, DC 20202
202/472-3520

U.S. DEPARTMENT OF EDUCATION
OFFICE OF CIVIL RIGHTS
330 C Street SW
Mary Switzer Building, Room 5000
Washington, DC 20202-1100
202/732-1213

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
BILINGUAL VOCATIONAL EDUCATION PROGRAM
Mary Switzer Building, Room 4512
400 Maryland Avenue SW
WAshington, DC 20202-7242
202/732-2365

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE OF REFUGEE RESETTLEMENT
370 L'Enfant Promonade, SW
Washington, DC 20447
202/252-4545

CLEARINGHOUSE AND TECHNICAL ASSISTANCE AGENCIES

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
(Formerly the National Center for Research in Vocational Education)
Ohio State University
1900 Kenny Road
Columbus, OH 43210
800/845-4815

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
800/848-4815

ERIC CLEARINGHOUSE ON LANGUAGE AND LINGUISTICS
Center for Applied Linguistics
1118 22nd Street N.W.
Washington, D.C. 20037
202/429-9292

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
5835 Callaghan, Suite #350
San Antonio, TX 78228-1190
512/684-8180

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
1995 University Ave., Suite #375
Berkeley, CA 94704-1058
415/642-40004

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
1118 22nd Street N.W.
Washington, D.C. 200037
1-800-321 - NCBE
202/467-0867

NORTHWEST EDUCATIONAL COOPERATIVE(NEC)
(Bilingual Vocational, ESL, and Adult Education Resource Center)
1855 Mt. Prospect Road
Des Plaines, IL 60018
708/803-3535

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM
THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
University of Illinois
338 Education building
1310 S. Sixth Street
Champaign, IL 61820
217/333-0807

OBEMLA MULTIFUNCTIONAL RESOURCE CENTER DIRECTORY

Service Area 1 - Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Contractor: Brown University
New England Multifunctional Resource Center
345 Blackstone Boulevard, Weld Building
Providence, Rhode Island 02906
Tel: (401) 274-9548

MRC Director: Adeline Backer
Special Information Area: English Literacy for LEP Students

Service Area 2 - New York State

Contractor: Hunter College and the Research Foundation of the
City University of New York
695 Park Avenue, Box 367
New York, NY 10021
Tel: (212) 722-4764

MRC Director: Jose Vazquez
Special Information Area: Bilingual Adult Education

Service Area 3 - Pennsylvania, Ohio, West Virginia, Virginia, kentucky, New Jersey, Delaware, Maryland, District of Columbia

Contractor: COMSIS Corporation
8737 Colesville Rd., Suite #1100
Silversprings, MD 20910
Tel: (301) 588-0800
MRC Director: Mai Tran
Special Information Area: Bilingual Program Administration

Service Area 4 - Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee

Contractor: Florida Atlantic University
College of Education
500 North West 20th St.
Boca Raton, FL 33431
Tel: (407) 338-1615

MRC Director: Ann Willig
Special Information Area: Bilingual Special Education

Service Area 5 - Arkansas, Illinois, Indiana, Louisiana, Missouri

Contractor: InterAmerica Research Associates
Midwest Bilingual Education MRC
2360 East Devon Ave., Suite #3011
Des Plaines, IL 60018
Tel: (708) 296-6070

MRC Director: Minerva Coyne
Special Information Area: English Literacy for Non-Literate Secondary LEP Students

Service Area 6 - Iowa, Michigan, Minnesota, Wisconsin

Contractor: Upper Great Lakes MRC
Wisconsin Center for Education Research
University of Wisconsin, Madison
1025 West Johnson St.
Madison, WI 53706
Tel: (608) 263-4216

Contractor: Walter Secada
Special Information Area: Math and Science Programs in Bilingual Education

Service Area 7 - Texas

Contractor: Southwest Education Development Laboratory
211 East 7th Street
Austin, Texas 78701
Tel: (512) 476-6861

MRC Director: Betty J. Mace Matluck
Special Information Area: English as a Second Language and other Alternatives.

Service Area 8 - Oklahoma, Kansas, Nebraska, South Dakota, North Dakota

Contractor: University of Oklahoma
Division of Continuing Education and Public Affairs
535 Constitution Ave.
Norman, Oklahoma 73037
Tel: (405) 325-1711

MRC Director: Hai Tran
special Information Area: Counseling for LEP Students

Service Area 9 - Idaho, Oregon, Montana, Washington,Wyoming

Contractor: Interface Network, Inc.
4800 Southwest Griffith Drive, Suite #202
Beaverton, OR 97005
Tel: (503) 644-5741

MRC Director: Esther Puentes
Special Information Area: Career Education Programs for LEP Students

Service Area 10 - Arizona, New Mexico, Utah, Colorado, Nevada

Contractor: Arizona State University
College of Education
Tempe, AZ 85287
Tel: (602) 965-5688

MRC Director: Rudy Chavez
Special Information Area: Literacy

Service Area 11 - Southern California including counties of Imperial, Los Angeles, Orange, Riverside, San Bernadino, & San Diego

Contractor: San Diego State University Foundation
6363 Alvarado Court, Suite #200
San Diego, CA 92120
Tel: (691) 265-5193

MRZC Director: Ruben Espinosa
Special Information Area: Bilingual Education for Gifted & Talented Students

Service Area 12 - Northern California, all counties north of and including San Luis Obispo, Kern, and Inyo

Contractor: ARC Associates, Inc.
310 Eighth Street, Suite #311
Oakland, CA 94607
Tel: (415) 834-9455

MRC Director: Sau Lim Tsang
Special Information Area: Bilingual Education for New Immigrant/Refugee LEP Students

Service Area 13 - Puerto Rico, the Virgin Islands

Contractor: Metropolitan University
Apartado 21150
Rio Piedras, Puerto Rico 00928
Tel: (809) 766-1717

MRC Director: Cesar Cruz Cabello
Special Information Area: Educational Technology in Bilingual Education

Service Are 14 - Hawaii, American Samoa

Contractor: ARC Associates, Inc.
1314 south King Street, Suite #1456
Honolulu, Hawaii 98814
Tel: (415) 834-9455

MRC Director: Robert Gibson
Special Information Area: English Literacy for Persons of Languages with Non-Roman Alphabets

Service Area 15 - Guam, Wake Island, the Commonwealth of the Northern Marianas, the Republic of Palau, the Republic of the Marshall Island, & the Federated States of Micronesia

Contractor: University of Guam
Project BEAM, College of Education
UOG Station
Mangilao, Guam 9666913
Cable: Univ. Guam, Telex: 721-6275

MRC Director: Mary spencer
Special Information Area: Literacy for Persons of languages with New or Developing Orthographies

Service Area 16 - Alaska

Contractor: Interface Network, Inc.
3650 Lake Otis Parkway, Suite # 102
Anchorage, Alaska 99501
Tel: (907) 563-7787

MRC Director: Richard Littlebear
Special Information Area: Bilingual Vocational Education

Multifunctional Resource Centers

The 16 Multifunctional Resource Centers (MRCs) provide technical assistance and training for programs serving, limited-English-proficient students within their designated service regions. The technical assistance may be in the areas of ESL methodology, language acquisition, cross-cultural issues, community involvement, and literacy - among other areas. In addition, each MRC gathers information on a particular aspect of bilingual education and provides this information to other MRCs. While the MRCs concentrate their services to Title VII programs, some MRCs have expressed a willingness to provide technical assistance, free of charge, to programs serving adult learners.

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

The following six centers offer a variety of curriculum related services which include: collecting and disseminating curriculum related information and instructional products; providing library lending services; responding to requests for materials and information; providing information for Vocational Education Curriculum Materials (VECM) database; conducting VECM searches and providing technical assistance and inservice training.

East Central Curriculum Network
Illinois Vocational Curriculum
Center
Sangamon State University
Building E-22
Springfield, IL 62708
(217) 786-6375

Minnesota, Wisconsin, Illinois
Michigan, Indiana, Ohio,
Pennsylvania, West Virginia,
Virginia, Delaware, Maryland

Midwest Curriculum Coordination
Center
Curriculum and Instructional
Materials Center
State Department Vocational
and Technical Education
1600 West 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Iowa, Nebraska, Kansas, Missouri
Oklahoma, Louisiana, Texas,
New Mexico, Alabama, Mississippi

Northeast Network for Curriculum
Coordination
Rutgers University
200 Old Motown Road
Old Bridge, NJ
(201) 390-1191

Maine, New Hampshire, Vermont,
Massachusetts, Rhode Island,
Connecticut, New Jersey,
New York, Puerto Rico,
Virgin Islands

Northwest Curriculum Coordination
Center
St. Martin's College
Old Main Building , Room 478
Lacey, WA 98503
(206) 438-4456

Washington, Oregon, Idaho,
Montana, Wyoming, Utah,
Colorado, North Dakota,
S. Dakota, Alaska

Western Curriculum Coordination
Center
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

California, Hawaii, Nevada
Arizona, Trust Territories of
the Pacific Islands, Guam,
American Samoa

Southeast Curriculum Coordination
Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Kentucky, Tennessee, North
Carolina, South Carolina, Georgia,
Florida

PROFESSIONAL ORGANIZATIONS AND COALITIONS

American Association for Adult and Continuing Education (AAACE)
Suite 301
1201 16th Street, NW
Washington, DC 20036
202/822-7866

American Vocational Association, Special Needs Division (AVA/SND)
1415 King Street
Alexandria, VA 22314
703/683-3111

National Association for Bilingual Education (NABE)
1201 16th Street, NW
Washington, DC 20036
202/822-7870

National Association of Vocational Education
Special Needs Personnel (NAVESNP)
Eleanor Bicanich, Pres.
Center for Vocational Personnel Preparation
Reschini House
Indiana University of Pennsylvania
Indiana, PA 15705
412/357-4434

National Career Development Association (NCDA)
5999 Stevenson Avenue
Alexandria, VA 22304
301/461-5574

National Coalition for Vocational Education for
Limited English Speakers
c/o Mary Alice Vogt
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204
703/486-2777

Teachers of English to Speakers of
Other Languages (TESOL)
1118 22nd Street, NW
Washington, DC 20037
202/625-4569